

Industrial apathy

The work experience scheme is having to be cut back for lack of support from industry page 3
 Industry's record in the field of training is reviewed by Stuart Machin page 2

Parent power

Tameside proposes to put parents in the majority on the governing bodies of its schools. The idea is to remove the schools from politics page 5

Iron fist

The rate support grant circular on local authority spending is being used to urge local authorities to cut to a minimum their spending on ex-direct grant and independent schools page 5

Central plan

HMI speaks out for a central council for curriculum and examinations to plan what is taught in schools in place of the present "freedom run flat" page 4

Gordon Oakes

A restless career in local and central government; an agonizing task in deciding which colleges of education to close; an urgent wish to bring education and industry together. Profile by Bert Lodge page 8

Courses to close?

More than £250,000 may have to be cut from the London Institute of Education's budget. If so, vacancies will be frozen and some courses may close. Break page 52

Circus stars

Potential circus artists between the ages of six and 25 can now attend two international circus schools in France—an attempt to ensure a supply of circus acts now that compulsory education to 16 has cut off the traditional forms of apprenticeship page 11

Film and video

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Honoured

Mr Terry Casey, NAS-UWT general secretary, and Professor Walter James, lately chairman of the National Council for Voluntary Youth Services, are CBPs, E. M. Wright, lately principal and vice-chancellor, Aberdeen University, is knighted. New Year Honours page 9

The way it was

Ordinary people are being brought into the mainstream of history as social historians make use of new sources. Reviews by Negley Hart page 17

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DES may end private school inspections

by Patricia Rowan

Plans to end the inspection of independent schools, and with it the formal seal of "recognition as efficient" are being considered at the Department of Education and Science.

No final decisions have yet been taken on the scheme, which is conceived primarily as an economy measure, but preliminary discussions have taken place with the independent school organizations.

They have reacted with considerable dismay—"a great tragedy" commented Mr P. J. Walesby, secretary of the Independent Schools Joint Committee. The independent sector guards jealously the imprimatur that official recognition of standards, backed up by tight and efficient inspection by the Department,

gives them both in this country and abroad. They wonder if the sheep are not seen to be sorted from the goats, how the goats are to be prevented from damaging the reputation of all the others.

Although the independent schools accept that the proposed cut is designed to save time and money for an already overburdened inspectorate, there is little doubt that when Mrs Shirley Williams, the Education Secretary, comes to decide whether to cut out this chore, it will have political implications. Such a decision could hardly fail to comment itself to socialists.

The story began with an earlier round of cuts in projected public expenditure last year, when a reduction in the size of the Civil Service was called for. Along with other government departments, and well before the arrival of Mrs Wil-

liams, the DES asked all sections to put forward suggestions for savings. The response from the inspectorate included the possibility that they could save staff by discontinuing the practice of inspecting independent schools. Since only a few DES staff are involved the main saving would be in HMIs, and even then it would only be the equivalent of several salaries since none of them does the work full-time.

The work is, though, time consuming. There are some 2,500 independent schools and only 400 HMIs to cover the maintained sector as well as the private sector. Now they have an important addition to their work load in the Great Debate and the monitoring of standards and curricula. And, anyway, the inspectors were already years behind in meeting their commitment to initial recognition of private schools and subsequent renewal.

But the DES recognized that the independent schools would need plenty of time to consider their position and decided to sound out opinion informally last September. The response of the Independent Schools Joint Committee was to ask for a meeting for an exchange of views, and this took place at the DES on November 30.

The DES were led by Mr Mark Hodges, the Registrar of Independent Schools, backed by two staff inspectors and a couple of officials. The schools' team was led by Mr John Dorrell, secretary of the HMC and HMA, together with Mr Walesby of the ISJC, Mr J. H. Dodd of the Incorporated Association of Preparatory Schools, Mr Patrick Nolan, head of Bedales, and Miss Margaret Hamilton, president of the Girls Schools Association.

continued on page 3

Casting the net a little wider

When the Schools Council's governing board meets next Thursday it will formally set up a review of the council's constitution aimed at broadening the representation of non-teaching interests. The review itself will be in the hands of the programme committee, augmented by the TUC, CBI and parents' representatives, plus whoever else it may decide to coopt.

The Schools Council "constitution" is a matter for the council itself to decide: in theory, at least, it is master in its own house. But all its funds come from one public purse or another. Mrs Williams has made it quite clear that she believes there has to be a new set-up. If the council is unable to reform itself, it cannot long survive.

The first issue which will have to be faced is that of the teachers' majority in the council and all its committees (except finance and staffing). This reflected the prevailing ideology in 1963, and in 1968 when the present constitution was adopted. It no longer does so, and the formula now needs to be amended to take account of this.

It is important to step up the representation of industry, both management and the trade unions, and of the professions which collectively absorb large numbers of those who most fully participate in the education

system. Parental participation has somehow to be increased too, if only for symbolic reasons; though logically parents' interests ought to be represented through the electoral machinery of local government, not by nominees of undemocratic bodies purporting to represent all parents directly.

It is easy to see how the numerical balance of interests could be altered to reduce the dominance of the teachers' organizations and open the council more fully to other power groups, but it is to be doubted if this will really make much difference. The teachers are going to continue, rightly, to have a leading role to play in curriculum development. As the teachers' unions point out, the reticence of the laymen on the council so far is not to be wholly explained by their numbers; they just have not had much of any consequence to say. Or else, like the DES representatives, they were left mute while their colleagues conspired against the council in the pages of the *Yellow Book*.

To open up the Schools Council to wider influences, it is just as important to overhaul the teachers' representation as it is to bring in more outsiders. How to do this against a background of syndicalist assumptions now current is not at all clear: the unions claim to speak for their members

is fundamental to their existence. But those who thrive in unions because of their willingness to defend professional interests are not necessarily the best people to work on curriculum matters or examination affairs.

There are two separate groupings to which teachers are likely to belong—the unions and the subject associations. The unions, in practice, control the nomination of teachers to the subject committees of the council, and though more recently attempts have been made to take account of the views of the subject associations, it is widely believed that the present method of nomination is unsatisfactory. There is a healthy reluctance to see the choice in the hands of the inspectorate; there should also be a healthy scepticism about entrusting it, as now, to the unions.

No comment

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Advance and be recognised

What may at first sight appear to be a relatively minor economy proposal from the DES, could have major consequences for the independent schools—a section of the educational world which, while still holding its own against the state, has over the years, has every reason to be anxious about another year of 15 per cent inflation.

To stop inspecting independent schools, except for the limited purposes of initial registration (page 1), would be an important break with a long tradition. In particular, the independent schools have valued the designation of "recognised as efficient" which has served the better schools among them as a seal of approval and, they argue, benefited parents, pupils and staff alike.

Mrs Williams, herself, valued the idea of inspection for the independent schools enough during her last sojourn at the DES, to advocate more rather than less of it. Had she had her way, then independent schools would have been required to satisfy the standards demanded by recognition if they wished to stay in business.

Masters militant

Ten years ago, when Mr Crosland was Secretary of State, he criticised the teachers' organizations for not helping to create public demand for more educational spending. "If you ask me for more money you for your part must give me a stronger hand to play with."

The issue now is not getting more money. It is avoiding having more money taken from it. But the importance to the Secretary of State of firm-mindedness from the teachers' organizations remains the same.

It cannot, therefore, be altogether unwelcome to Mrs Williams that even within the usually placid ranks of the Joint four there are militant stirrings. The Assistant Masters Association conference held over the Christmas holidays was marked by an unusual degree of anger—an anger voiced particularly by the rating chairman, Mr Leonard Pile. Pierce phrases threatening doom and gloom—"sabra rattling", "sticking point", "duty"—standards—flaw about. The message was clear: touch the pupil-teacher ratio and local authorities could well find themselves with all the teachers' organizations ranged against them and prepared to take industrial action.

It is no idle threat from the AMA. It is not accustomed to militant action but it struck in the 1920s against local authorities refusing to

Techniques of assessment

Such is the acute sensitivity inside the DES on all matters concerned with the Assessment of Performance Unit that Mr Brian Kay, the HMI in charge since its formation, spent some time in his speech at the NAS/UWT in Birmingham last week reacting to a piece by Bob Doe which appeared in the TES at the beginning of December. The article, brought out the extent to which the APU will develop new means of assessment to augment those hitherto used in so-called objective testing. Mr Kay, while making it clear that a variety of techniques will be used, stressed

inspectorate is kept up to strength, it might well be argued that increased demands in the matter of curriculum and exams could only be met by withdrawing a service now provided for a group of schools. The Department might have much to learn from their share of difficulties. Mrs Williams has already sought to vindicate her radicalism by being gratuitously rude about independent education: to stop underwriting the status of one group of independent schools and put the onus on these schools to police their own sector, might seem politically, as well as administratively, attractive.

The independent schools will have to take seriously the question of setting up their own accreditation scheme because the present arrangements have already begun to break down. HMIs seldom re-inspect schools once recognized, and they are behind with their programme of state inspections. Simply to go on as at present would be unsatisfactory because the seal of approval is not being backed up by any regular monitoring system.

But if there is to be a new academy which is the one remaining with the independent school organizations, there should certainly be a strong continuing connection with the DES and the inspectorate. Dr Harry Judge recently warned of the growing divide between the maintained and independent sector—a divide which will separate curriculum no less than organization if there is not a conscious attempt to maintain existing links. This is not a good time in circumstances which would be expected to cut down on spending on the inspectorate and the supporting services. But even if the cut itself is made elsewhere, and the

implement Burnham agreements, and in the 1967-78 period, the Burnham settlement 66 per cent of AMA members voted for strike action and, with the NUT, staged strikes in selected areas.

The AMA is moving into its last year before the time allowed it under the Equal Opportunities Act runs out. By this time next year it must either wind itself up or open its doors to women. The chances are high that before that moment comes its negotiations with the Assistant Masters will result in agreement to merge the two unions. That will make it the largest secondary teachers' union in the country. Furthermore the large number of grammar school or ex-grammar school teachers and independent school teachers among its numbers will mean that its voice will be heard loudly on the side of "standards". The AMA as it is at present came out strongly last week against the comprehensive legislation. In this it is not at all at one with the NUT. Those who think that the teachers' organizations are too powerful perhaps welcome this disparity. If they do, they should take note that on many practical matters these disparate bodies have made common cause in the past and there is every sign—in Stockport, for example (page 3)—that they will do so again now if local authorities cut education to the point where teacher-pupil ratios are worsened.

anxious to put the emphasis back on more conventional forms of testing. All the same Mr Kay stresses the DES's refinement which is being brought to the APU has chosen to go for a highly sophisticated approach and this means being willing to look at aspects of school work which cannot be measured by conventional tests. This being so, the Department ought to conquer its extreme sensitivity and the APU for its part should be less embarrassed about its readiness to devise new measures. Whether such refinements in work the candle is, of course, another matter.

Hands off the marrows

There must be (or at any rate, there ought to be) a Chinese proverb to the effect that a man whose back garden resembles a patch of waste ground should not criticize his neighbour's vegetable marrows. This little reminder of this little known aphorism by a recent book by P. J. C. Perry with the forbidding title of *The Evolution of British Manpower Policy*. It provides a blow by blow, document by document, account of the struggle to put industrial training on a business-like footing, which has been one of the long running serial stories of modern Britain since the end of the Second World War. Peter Perry, director of the British Association for Commercial and Industrial Education since 1959 and before that on the staff of the Federation of British Industries, has been as well placed as anyone to observe the appalling waste which the captains of industry, the trade unions and the old Ministry of Labour made of education since 1945 and before that. Anyone in education who is at all doubtful about his vegetable marrows should read this and be reminded that what the hard headed realists of the wealth generating sector have been saying by their actions, not as I do."

Reading Perry's account, it all comes back: those heady days in the early 1950s when industry was recovering from the war and groups of managers and trade unionists crossed the water to form "productive teams" coming back with coloured slides to illustrate talks on how to change hide-bound management and union practice here. Nobody bothered in those days to argue if expenditure on education was excessive or consumption; but what was obvious then, as now, was that training for skill was relevant to productivity, and productivity held one of the elusive keys to economic growth.

It all boiled up in the later 1950s: everyone except the Treasury and hands on the levers of power knew there had to be major reform. Traditional apprenticeship was too restrictive and too protracted. Large numbers of young workers, especially girls were entirely unemployable (and they still are) because they were still the release to county colleges was still the aim, but nobody knew how industrial training would link up with this continued education, and anyway, in due course the Crowther committee made raising the leaving age of the school system a top priority thereby accidentally burying the county college idea.

Above all, it was clear that ensuring a steady flow of trained manpower depended on insulating training from short-term commercial pressures (and they were down to the business cycle) made of recession and produced recurring shortages of skilled workers (which the craft unions happily connived at) when the next boom came along. Firms with impressive training records



Industry has criticized schools for not producing the goods but its own record on training leaves much to be desired, writes STUART MACLURE

like Associated Electrical Industries and English Electric complained that less public spirited companies relied on poaching skilled workers from their in-service training facilities. What was needed was a structure which trained general skills on a wide scale as well as the techniques of particular jobs in particular factories. But management conspired with unions to keep their own private status quo, as if the competence of their essential industrial skills were not, like education, a matter of legitimate concern for the whole nation.

The response from industry and government was hesitant and indecisive. There was the ill-fated Carr report in 1958. Robert Carr (now Lord Carr) was a well known secretary to the Ministry of Labour. He chaired a committee which stoutly maintained the traditional view of training was a purely domestic industrial responsibility in which no one should interfere. But the very fact of his recommendations and the efforts of the Industrial Training Council, with a good natured but ineffectual trade union leader in charge, disprayed his feeble optimism and made it only a matter of time before something else had to be tried. By 1961, in the last of the famous 13 wasted years, the inadequacy of the Carr approach was recognised, and the outgoing Tories passed an Industrial Training Act which, at last, introduced a stick-and-carrot approach to penalise those firms

which failed to provide adequate training and recompense them. The industrial training bond came into existence. Training had to be a service. The levy on services expanded Engineering Board's expenditure per cent did a lot to mobilise the industry and a different kind of controversy surrounded the Central Training Council, the afterthought body tasked on to oversee training policies generally.

It only took another election to throw the whole lot into the melting pot again. Conservatives had been got up, ungenerative industrialists who liked the levy-rant system wished to see it scrapped with impunity as in the good old days. Whatever the limitations of the Act it was crazy to reopen the thing again, but this is what misquipped Robert Carr did: second bite at the cherry, issue Green Paper which sought to be dropping the levy-rant system, the specious fiction that within space of the few years that the Act had been in operation, "a moment shift in attitude in the industry has been secured".

In the event, much of the structure was salvaged and retained in the 1971 Employment and Training Act which has since been developed by Mr Michael Foot and Albert Booth, plying the Manpower Services Commission and its agency with funds like a child at Christmas.

Let us be wisely devoted to practical autonomy and executive reluctance to intervene from the official policy has gone to the site extreme, and a monolithic training agency (albeit, effectively controlled by the employer) has been created. It is a target for the swing of the political pendulum.

For the most part, it is a case of missed opportunities. It turns, middle headedness, ineffectiveness and sheer inactivity on the part of almost all concerned. In particular the senior managers, desirous to collar most of the responsibility to organize the training functions of industry in the main, have not only failed to maximize productivity and the full potential of the capital at their disposal. But if they spent more time settling down to their own business, they would have time to shut gratuitous activity down where it does not add value. Industry had done as well as have done their job, the outlook for 1977 would be a rosier than it is. It would have had a bad idea if this message had been sent to some of those who now are a generation away from the scene of the game.

The *Evolution of British Manpower Policy* by the author and distributed by the British Association for Commercial and Industrial Education, pp. £14 (soft cover) or £16 (hard cover).

Letters to the Editor

Time to stop 'The Great Con'

Sir—Rarely, if ever, have I agreed with so much of a TES editorial as I have with your front page side-view (TES, December 31) at the bizarre charade shortly to be staged by the DES mandarins in six provincial centres, London and Wales.

Four very big questions will be open for debate: the curriculum, monitoring and assessment, teacher training, school and work. Within a time span of about five hours, each of these will receive attention for at most one and a quarter hours. Attending the show, not as spectators but hopefully as participants, broad groups of representatives of seven local groups: parents, teachers, regional dignitaries (whoever they may be—well soon know) and handicapped DES nominees. Since none of these groups (probably not even the last one) are some who are unlikely to want any more rigorous academic discipline. They must have done their homework. Indeed, if charity does not allow us to assume that it is all a gigantic hoax perpetrated at public expense on a gullible public—then there must be some other explanation for the whole macabre enterprise. You put your finger on it when you say that it diverts public

attention from real issues of education (where the assistance is vulnerable) to aim and curriculum. Where the responsibility are more likely to be the teachers than the government". But this is more in line than that.

The DES has suffered more than enough in recent years from government department except Treasury (everybody's target) its methods of operation. Denigrating blows have been delivered by the OED and by the Select Committee. Surely now is the time for a more thorough check on staffing and safety standards. "It is nothing like as thorough as inspection for recognition", says Mr Dodd. "All that it means is that a school is suffered to exist, that it is not unworthy enough to be closed down." Recognition is in fact a non-statutory practice which has grown up since the 1930s as a mark of special esteem for the independent sector in which the selected entries are able to make use of the fact if they like. If the Government decides that it can no longer afford to provide this service, it would be open to

the independent schools to operate their own inspection and recognition process in the same way as other professional bodies, perhaps staffed by retired heads and ex-inspectors.

Finance apart, the independent schools' objection to such a proposal is as well as to another idea that more inspectors and was finally dropped by Mrs Thatcher when she took over as Education Secretary. Although the saving from such a scheme would be small, it is one of several small but sensitive areas in which cuts have to be decided. The independent schools may, for example, have to be balanced against the Victoria and Albert Museum, where the projected cuts would mean the end of the regional service and have already caused considerable public outcry.

Work experience places cut to 20,000 Industry snubs job scheme for leavers

By Mark Jackson

The work experience scheme, the most promising of the youth employment measures, is failing to get the support from industry which the Government expected. Provisional places for 34,000 youngsters have been cut to 20,000.

The scheme, which was started by the Training Services Agency last September with a £19m budget, has been regarded by many youth and training specialists as the most practicable and constructive of all the programmes so far devised to give unemployed school leavers a better chance to equip themselves for the labour market.

It is considered by some, including senior members of the Manpower Services Commission, to be a most important part of any long term national youth employment and training policy. The aim is to give school leavers six months' experience of work in a factory, office, or shop, under close supervision. They are paid not by the employer, but by the TSA, on a flat scale of £16 a week.

Employers give no commitment to provide jobs for those they accept, although the scheme is intended to fill vacancies for youngsters from among those who have impressed them during work experience.

Although it may be followed by a permanent work experience scheme, the present programme, like the rest of the short-term counter measures, is due to end in September. This means that the last six months' placements must be made by March.

At Christmas, the half-way mark, and the date of the latest progress figures, the number of places available was just over 6,000. These have been provided under 744 local schemes: another 100 or so are

awaiting approval, and a handful have been turned down because the arrangements did not come up to the agency's requirements. A major disappointment has been the relatively poor response from the giant companies. While many of them are joining in the scheme, says the TSA, on the whole they are not providing as many places as company as their size and importance as employers would suggest.

Looked at from another angle, Britain's smaller employers—those with fewer than 100 workers—are making an unexpectedly enthusiastic contribution to the scheme.

Another, and perhaps more serious trend in the long term, cannot be viewed as anything but a setback. This is that a high proportion of the places are in commerce rather than manufacturing. While, for instance, Imperial Chemical Industries were first in the field with a scheme (they applied for the first day of the programme) most of the larger schemes are run by multiple stores such as Debenhams (100 places) and Marks and Spencers.

Both of these, incidentally, have produced thorough training schedules which are intended to provide experience in both office and shop.

A senior official of the TSA said: "It is not necessarily a question of manufacturing employers being less willing to cooperate. Many of them are having difficulty in getting union agreement at plant level, despite the TUC's backing for the principle, and in some cases they are up against factory safety rules."

A major publicity campaign, with presentations to industrialists and selective advertising in various parts of the country, is to be started by the TSA this month in an attempt to attract employers' interest.

15 will pave path to work

A National Consultative Group for Training and Further Education has been set up jointly by the Manpower Services Commission and the Department of Education and Science to bridge the gap between the education service and industry.

The 15 members of the group will be drawn almost equally from education and training circles, with a chairman, Mr Roy Holmore, who has a foot in both camps. As well as being principal of St Albans College of Further Education, Mr Holmore is a member of the MSC board.

The group will provide a forum in which the two sides can discuss activities and plans and their implications. It will open the way towards a coordinated planning of the broad framework of courses.

Formation of the joint group is being greeted with relief by leading figures in the youth movement and

in both education and training. They have been concerned during the past two or three years by what they have seen as a chaotic growth of overlapping courses and programmes.

In the absence of machinery for consultation and planning, there has been a noticeable cohesiveness of manpower agencies, whose rapidly expanded training activities have involved them increasingly in further education.

Some DES officials felt that the commission's Training Services Agency was ignoring the Department's expertise and running what was virtually its own specialized education service under the name of training. And many professional industrial trainers have agreed with the educationists that the distinction between further education and the broader forms of training is largely artificial.

The antagonism between the two sides has been reinforced by the contrast in their resources. At a time when the DES has had to cut its spending the Training Services Agency has been given a huge budget, some of which it is spending on courses at further education colleges.

The views of those in the education service and in training were made plain more than two years ago when after wide consultation, a planning group set up by the TSA and the DES recommended the setting up of a permanent body.

Powerful interests within the Manpower Services Commission, however, were reluctant at the time to tie themselves down to an arrangement which, they feared, might curb their activities. But since the appointment of Mr Ken Cooper as chief executive to the TSA last year, the agency has swung over, and has been pushing for the new body to be set up.

Moderates join fight over staff levels

Stockport members of the usually moderate Assistant Masters Association have voted to support the sanctions of their NUT and NAS/UWT colleagues against oversize classes and insufficient supervisory teachers.

Since term opened last Tuesday, members were expected to refuse to follow. It would mean that an AMA member would not undertake more than his normal duties. "If he is asked to stand in and it would be normal for him to do so, then he will cooperate", Mr Wilson said.

Mr Dick Bolam, NUT action officer, said on Wednesday that the 300-strong Stockport AMA branch, said he believed members at Cheadle Hulme High School and Moseley Grammar School had agreed to support the action of the other unions and he expected others to follow. It would mean that an AMA member would not undertake more than his normal duties. "If he is asked to stand in and it would be normal for him to do so, then he will cooperate", Mr Wilson said.

Mr John Gray, NUT executive member for the area and head of a Stockport comprehensive school, said the NUT had warned Stockport education authority last June that it would not continue to accept

the poor staffing ratios and had been met with a "stony silence". "But I think there has recently been a slight change in their attitude", Mr Gray said, now on sabbatical leave before taking over the union presidency at Easter. "A letter which went out from the authority last week to all teachers included a declaration that it would do all in its power to ensure the welfare and safety of children affected by the dispute."

"This could mean a readiness to use supply teachers rather more widely than in the past", Mr Gray commented. Mr Laurie Harmon, director of education, said this week that there had been no suggestion that teachers may be suspended for joining in union action.

Addressing a packed meeting of Stockport teachers on Tuesday night, Mr Fred Jarvis, NUT general secretary, assured them of full union support.

DES to end checks on private schools?

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The ISJC representatives made five main points in favour of continued inspection and recognition. They were:

- A stimulus to good schools to be better, and to achieve and maintain standards;
- A guarantee to teachers joining the staff that it would be a good school;
- The vast experience of inspectors was useful to schools as well as to the DES;
- A protection to parents and children.

It was also one of the features of the United Nations covenant of human rights that independent schools should be permitted and that government should satisfy themselves that such schools met the standards laid down.

Apart from emphasizing their main point that the measure was designed to deal with problems of finance and manpower the DES position was that their obligations under the 1944 Education Act and the UN Charter would still be met by their initial registration of independent schools since there was no question of abandoning this statutory requirement.

Although the DES is technically correct, and the 1944 Education Act simply lays down minimum standards, the inspection which follows preliminary registration is a fairly negative operation which does little more than check on staffing and safety standards. "It is nothing like as thorough as inspection for recognition", says Mr Dodd. "All that it means is that a school is suffered to exist, that it is not unworthy enough to be closed down."

Recognition is in fact a non-statutory practice which has grown up since the 1930s as a mark of special esteem for the independent sector in which the selected entries are able to make use of the fact if they like. If the Government decides that it can no longer afford to provide this service, it would be open to



The prep school ethos—but can standards be maintained?

the independent schools to operate their own inspection and recognition process in the same way as other professional bodies, perhaps staffed by retired heads and ex-inspectors.

Finance apart, the independent schools' objection to such a proposal is as well as to another idea that more inspectors and was finally dropped by Mrs Thatcher when she took over as Education Secretary. Although the saving from such a scheme would be small, it is one of several small but sensitive areas in which cuts have to be decided.

The independent schools may, for example, have to be balanced against the Victoria and Albert Museum, where the projected cuts would mean the end of the regional service and have already caused considerable public outcry.

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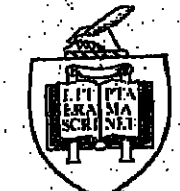
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Language teachers

HMI calls for central council to replace 'riot' in curriculum planning

by Bob Doe

Overall planning of what is taught in schools should be in the hands of a central council for curriculum and examinations, according to a senior member of Her Majesty's Inspectorate.

Mr Maryn Wigram, staff inspector for modern languages, told the Joint Council of Language Associations annual conference in London last week that the council should replace the present arrangement of "freedom run riot".

The Secretary of State for Education and Science should issue to local education authorities "guidelines for the curriculum" drawn up by it. The DES, I.e.a.s., teachers, parents and employers should be represented on the council.

These, he said, were his own ideas and not the policy of the Inspectorate or the DES. "The invitation to participate in the national debate extends to HMI as much as to anyone else, and this is a small personal contribution—nothing more."

Two events in the past year had made a national plan for modern languages no longer just a remote possibility. Publication of the Cytale report had made it clear that parents and society itself were entitled to a say on what went on in schools. The Prime Minister's Ruskin College speech had pointed to the need for agreement on the ingredients of a sound education and to the importance of the nation's overall requirements.

It was futile to consider a national plan unless somebody was responsible for seeing it implemented. To put power and responsibility for this in the hands of the Secretary of State's hands was unwise, but long-term disadvantages. "And in any case, the whole concept of a centrally controlled curriculum is so alien to the tradition of

Why exchanges are unpopular

Although Britain has agreed with other European countries to sponsor up to a thousand foreign language specialists on teacher-exchange in France, Germany, and Austria, fewer than 100 actually went abroad last year.

Mr J. P. Carpenter, assistant director of the Central Bureau for Educational Visits and Exchanges, said at the JCLA conference that disincentives included financial, family, and school commitments, and the unwillingness of head teachers to release their staff.

Teachers were often reluctant to

English education that it is unlikely to be acceptable in the foreseeable future.

Leaving it to schools would not solve the problem. It was asking too much to expect school governors to take such decisions. "I can see no other practical possibility than to assign this responsibility fairly and squarely to the I.e.a.s." But it was up to the Secretary of State "to provide the I.e.a.s. with positive and effective leadership in the field of curriculum and examination."

The Minister, in turn, should be advised on this by a council for curriculum and examinations which would provide guidelines for action in those broad strands of curriculum policy where coordination between schools was of prime importance. "Each I.e.a. would be requested to order and implement them as far as it was able, and where unable to do so to explain its reasons." The I.e.a. would provide schools with guidelines on the same basis.

"The freedom of schools to arrange their programmes within the framework of overall policy would remain unaltered. What I am suggesting is simply the substitution of disciplined freedom in place of what we have in this country today which I am inclined to describe as freedom run riot."

Central planning for modern languages should concern itself with questions such as how many pupils should learn foreign languages, teacher supply and the length and content of courses. A new system of examining languages, similar to the graded tests in music, "a graded system of testing based on more closely specified degrees of linguistic performance from below a C level to after A level" had been suggested. "This is surely something that deserves high priority."

abandon their pastoral commitments, and some heads refused exchanges because they felt a foreign teacher was not an adequate substitute.

"Heads are missing the tremendous opportunity of bringing into schools a trained and experienced teacher who could provide an insight into the culture of a country which the untrained language assistant or English-born language teacher cannot do," he said. This was valuable not only in language studies, but in humanities and social studies as well.

Finally, he commended the student highly for underlining "the inevitability of political involvement" but suggesting "that the debate be on honest grounds". Now, let us pass over one accidental in this judgment—namely, that the student had done no such thing. She had merely quoted with approval one T. S. Eliot (sic) to the effect that: "We cannot expect politicians to renounce their interest in education; but we can appropriately hope that when dealing with it they will conduct their deliberations in the 1944 spirit."

I do not detect any reference to honesty there—although I do see the all-pervading of the nonsense proposition that in an ideal world politics should be kept out of education.

Much more seriously, the tutor himself suggested, by implication, that political debate about education is sometimes, occasionally, or frequently dishonest. No evidence was quoted in justification of this suggestion. Perhaps that was merely from fear of corrupting the young or manifesting bias, by saying which politicians had been dishonest, and when.

But surely it is just as dangerous, in an academic context, to sow in the minds of the young the notion that their democratically elected representatives are sometimes, when they discuss education, not silly or misinformed, or just plain wrong, but dishonest. And more danger-

North of England

Colleges urged to throw off dull image

A prescription to improve the health of the teacher training system was handed out by Dr William Taylor, director of London University Institute of Education, to the North of England Education Conference this week.

He told the conference at Madeley College of Education, Staffordshire, that colleges of education had never thrown off the images associated with their origins. These images—of isolation, intellectual inadequacy and professional irrelevance, disjunction between theory and practice—were unfair. But the colleges had never generated enough information to correct them.

The important questions now facing colleges were about what kinds of skills and knowledge future teachers would need. "To put it simply, the art and science of teacher education have not advanced as rapidly as they should have done. Something needs to be done about it."

"The reasons for such lack of advance are not far to seek. A doubling and re-doubling of numbers in the colleges in the 1960s, followed by an equally rapid and demoralizing rundown in the seventies, have not been conducive of thoughtful reflection about the business in hand.

ASE

Science still up to scratch

The president of the Association of Science Education this week challenged the assumption that fewer young people are studying science.

Professor Jack Kerr, of Leicester University's school of education, said an article in the association's bulletin on the GCE and CSE entries for 1969-75 showed a definite swing towards science, not away from it, as the Prime Minister has suggested.

"The separate sciences all show a steady increase over the past decade," he said, "while the entries for combined science examinations have declined."

On standards he said that crude monitoring attempts by the Schools Council and the examination boards did not suggest they were falling. Professor Kerr proposed setting up a review committee to keep science teachers regularly informed on all aspects of science education. He said that members of ASE would be able to keep control over their subject only by being aware of the time and content of science teaching, and accepting some responsibility for its consequences.

"Concern is being expressed in many quarters about the erosion of our share of responsibility for control of what goes on in schools."

"The development of professional self-consciousness among teacher educators has not been helped by such policy swings, or by the fact that many commentators appear to believe that to be an effective teacher of teachers requires no specialized skills and kinds of knowledge, that anyone fresh from the classroom (the fresher the better) can do it without any form of specific preparation."

Although teachers had been helped by the School Council and other bodies, teacher trainers had never had such assistance. "Teacher educators do not at present have kinds of support specific to their needs and to the improvement of the quality of teacher education, which is now being demanded."

Vision of violence and vandalism

A startling vision of Britain as a police state with identity cards, registration of movement, dawn searches and a loss of civil liberties was presented to the conference by Mr Gordon Ratnay Taylor, author of best-selling books such as *The Biological Time Bomb* and *The Doomsday Book*.

Mr Taylor told the conference that his scenario for the future involved a rise in violence, vandalism and terrorism.

NUS

Plight of FE—'the unwanted child'—may get worse

Further education is the unwanted child of the education system, said Mr Peter Clarke, president of the National Union of Students, this week. And its plight could worsen this year.

He told a further education conference organized by the NUS at York University that in the present economic situation many local authorities would cut the 16 to 19 age group and the further education colleges lowest on their list of priorities.

The Prime Minister had initiated the "great debate" on education by arguing that the purpose of providing education was to help industry in both the public and private sectors.

"That," said Mr Clarke, "has also been the trend of the argument at further education level for some time. The Technicians' Education Council were established with the purpose of streamlining further education in this country and to see that courses are prepared with industry in mind."

But the representatives of private industries and organizations dominated the two bodies. "The NUS believes that the purpose of the further education struc-

ture is to fulfil the needs of industry, not just be a training ground for the private industry."

The union did not want education to be the handmaiden of industry. If that were allowed, Mr Clarke would be going back on what he had said.

Further education would have a bigger part in the NUS's White Paper (Command 6393). In fact it goes further than that. The White Paper, for while it recognizes that cost increases between November 1975 and November 1976 turned out to be "significantly

more" than anticipated when the cash limits were drawn up in November 1975 it says that the Government is firmly committed to these cash limits.

In a joint circular explaining the implications of the rate support grant settlement for 1977-78, the Government refers to "an unexpectedly steep rise" of 21 per cent in I.e.a. spending on this item in 1975-76. As a result, the Government wants I.e.a.s. to examine carefully possible savings in this area.

Authorities are asked to review their present arrangements with independent and direct grant schools, and to place children in their own maintained schools whenever space is available.

Nowhere in the circular does the Government relent in its determination to limit local authority spending next year, or to move away from the plans laid down in last February's White Paper (Command 6393). In fact it goes further than that. The White Paper, for while it recognizes that cost increases between November 1975 and November 1976 turned out to be "significantly

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More pressure on I.e.a.s to limit spending on private school places

by Mark Vaughan

The Government is increasing its pressure on local authorities to cut down the amount of money they spend on direct grant and independent schools.

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Local Authority Current Expenditure £ million at November 1976 prices England and Wales	1976-77		1977-78		Change between 1976-77 latest estimate and 1977-78 RSG Settlement
	Latest estimate of spending	over-spending	Latest estimate of spending	over-spending	
Education:					
Schools:	3,670.6	+ 1.2	3,707.4	+ 1.0	- 0.2
Further Education:	921.5	+ 1.6	873.4	+ 0.6	- 0.6
Other Education:	330.8	- 7.1	322.8	- 15.8	- 1.5
School Meals and Milk:	461.5	+ 0.5	388.6	- 1.5	- 1.5
Total Education:	5,384.4	+ 0.9	5,292.2	+ 0.7	- 1.5
Libraries, Museums, Art Galleries:	179.0	- 1.6	180.2	+ 0.7	+ 0.7
Total:	5,563.4	+ 0.8	5,482.4	- 1.5	- 1.5
Total expenditure on all services:	10,010.6	+ 2.0	9,855.4	- 1.6	- 1.6

between 20,000 and 30,000 fewer local government jobs in 1977-78, although it does not say how many of these might be teachers. The Government claims that such a reduction would be within the rate of natural wastage for local authorities generally and they have been told to start looking for opportunities of cutting manpower immediately.

L.e.a.s. are warned that building programmes for higher, further and nursery education will be cut, and that they will be given details on these as soon as possible.

Another circular issued this week by the Department of Education and Science explains the Government's latest decisions on education expenditure cuts.

The circular also estimates that the expenditure cuts will mean be-

ing building programmes for the rest of this year and all next year. It states that work cannot start on any scheme which had not received DES or Welsh Office approval by December 15, the day of the Chancellor's mini-budget.

Authorities will still get their basic "roots-over-heads" allowances, but there will be no money available for additional improvements from now until 1978-79 at the earliest. There is to be no major building programme for special education in 1977-78.

Rate Support Grant Settlement 1977-78, Circular 120/76 (Department of the Environment, HMSO, 45p, and Educational Building in 1976-77 and 1977-78, Circular 16/76).

Tameside moves to parent power

A scheme to give ordinary people, including parents, control on the governing bodies of schools was proposed by the Conservative-controlled council in Tameside this week.

The chairman of the education committee, Mr Donald Thorpe, said that the purpose of giving parent governors a majority over elected governors was to take politics out of the schools. The council would arrange lectures so that they understood the education system.

Their election would be left to

parent-teacher associations, who could also co-opt any member of the community. Parent governors would not automatically have to resign when their children left school.

The idea is to be considered by the education committee next week and by the full council in February. At the moment the council elects nine out of 15 school governors from its own ranks.

Mr Thorpe said that governing bodies would still have to get council approval to discuss matters such as taking on more teachers.

Redundancy scare returns in Richmond

Some teachers and lecturers employed by the London borough of Richmond upon Thames could be made redundant during 1977.

A surplus of teachers is expected at the end of the summer term, when Galsborough, Richmond, and Barnes comprehensive schools are to be replaced by one school at East Sheen. Thames Valley Secondary College, Twickenham, Stone College, East Sheen, and Twickenham College of Technology are to be replaced with one tertiary college in the buildings of the technical college.

When the reorganisation was first suggested, teachers and lecturers were assured their jobs and salaries would be protected. But the council has now decided that financial restrictions mean that redundancies among the council's staff, including teachers, are possible.

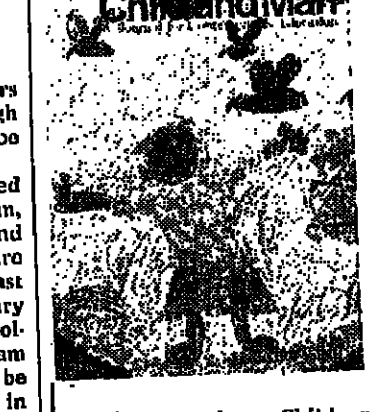
In neighbouring Surrey the council is hoping to cut its budget "largely without compulsory redundancy of staff".

The number of school teachers has already dropped by the equivalent of 341 full timers—or 4 per cent of the teaching force—since August, 1976. This was achieved by employing fewer part-time teachers, reducing the amount of teaching done by part timers, and by leaving vacancies unfilled. There was a similar fall in the number of lecturers employed in further and adult education.

On the beach

More than 200 Norfolk school-children have spent the Christmas holidays collecting seabirds, fouled by oil, from the beaches.

Most of us very much deplore the controversy, and believe that whatever Burt did or did not do has little relevance to what needs to be done urgently in the schools now. We don't want to be stuck in a new argument about nature and nurture, and we are worried that the whole thing will reinforce the prejudices of those teachers who suspect everything that we do."



It was elephant time at Bethnal Green Museum, East London, last week when children helped to make puppets.

Confidence in psychologists 'shaken by Burt scandal'

Educational psychologists fear that teachers' confidence in them has been shaken by the Burt scandal. They believe that the wide publicity given to allegations that the late Sir Cyril Burt faked much of his data has cast a cloud over the whole profession.

Mrs Jan Currie, secretary of the Association of Educational Psychologists, admits in the association's journal that "the possible implications of reflection upon the integrity of the entire profession is incalculable, albeit unwarranted."

Her statement, which was decided on by a meeting of the association's executive, says that Sir Cyril, who has been described as "the father of British educational psychology", retired in 1950. Professional thinking has changed a good deal since then.

How not to measure value of education

There should be "no hasty decision" to bring in tests or examinations to measure children's levels of attainment in schools say the College of Preceptors. They are not a satisfactory measure of the value of education.

In its contribution to the Great Debate on education the college council has told Mrs Shirley Williams that "development of character" which cannot be measured by tests or examinations, is more important.

"The council therefore urges that there should be no hasty decision to institute tests conceived and administered by the department. It would prefer "that your department should consider publishing an up-to-date version of the former Handbook of Suggestions for Teachers, in the composition of which H. M. Inspectorate should consult teachers, who will thereby be encouraged to redouble their efforts to ensure that all children receive a basic and worthwhile education."

The council believes that standardized tests of the level of attainment in the main subjects should be available to teachers. L.e.a.s., universities and colleges should continue to help individual teachers with in-service training of school staff. "The council recognises that in present circumstances it would be difficult for any Government to implement a large programme for the gradual release of large numbers of teachers."

It is doubtful, however, about such in-service training being conducted solely within the school and using only the school's resources.

Times index

From January 1, The Times Index will be published in two versions: monthly, paperback, to come out promptly, and annually, hardbound, to come out after the end of the year.

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Tester-in-chief warns against too much testing

by Bob Dox

The Assessment of Performance Unit will not assess individual schools or teachers. Mr Brian Kay, chief HM1 responsible for the unit, assured the National Association of Schoolmasters' Union of Women Teachers at their education conference in Birmingham last week.

The tests they are developing will, however, be available to local authorities and teachers who want to use them to monitor schools and classes.

"Local authorities are more and more feeling the need to monitor schools in their own areas in greater detail than would be either possible or proper for the Department of Education and Science", said Mr Kay.

But he warned against using too many tests in the classroom. "There is room for more measurement and less reliance on what someone referred to as 'a warm feeling inside', but we must guard against the danger of over-testing. After all, learning is the main object."

Saying it was vital to get the work of the APU accepted and understood, Mr Kay criticized an article on the unit ("No marks for objectivity", TES, December 3). This "rather garbled description of the APU suggested the unit rejected the so-called objective test out of hand and was intending to indulge in a riot of subjectivity."

He quoted from the article: "Its decision to monitor all aspects of learning, and not just those that lend themselves to testing, has led it to reject more objective forms of testing in favour of observations, interviews with pupils and subjective assessment of pupils' work", and said: "The APU will still be concerned

with all those areas which in the past have been tested objectively", but these were generally limited to a very small part of what education was about. They often tested skills in complete isolation from their application and reminded him of the child's comment on English that "last week we done do and did."

The APU wanted to assess reading, writing and arithmetic more comprehensively, including such things as children's attitudes to reading, whether they could write in a variety of ways and whether they actually understood and could apply numerical skills.

"If we are to cover these there may have to be a greater measure of subjectivity in some of the assessments—but no more than is needed when the test specialists have done their utmost to achieve objectivity."

Dr Neville Bennett, author of the controversial *Teaching Styles and Pupil Progress*, told the conference that research alone could never determine teacher effectiveness. The criterion of effectiveness depended on value judgments and there was no consensus about what the aims of education should be.

Every piece of educational research was limited and could rarely be used as the basis for policy decisions because it took place in real classrooms and not under strictly controlled laboratory conditions. He criticized teachers who left children in the dark about what was expected of them and assumed that they would pursue with vigour those things that interested them.

"The teacher's job is to generate and not just pander to interest. Could it be that in formal classes children find motivation in progress?"

'Too poor to go to school'-CPAG

Children from poor families are staying away from school because their parents cannot afford clothes, shoes and school bus fares, according to a report published by the Child Poverty Action Group.

CPAG and the Family Services Unit questioned 100 families living on the poverty line in September this year. They found that nearly half the children were having their school careers interrupted because of poverty.

The cost of fuel was the biggest nightmare, but many families were finding it hard to meet clothing bills and to pay the rent regularly. Eighty per cent said they owed money and were getting further into debt.

I Dream To Think Of Christmas. Child Poverty Action Group, 1 Macklin Street, London WC2. Price 60p.

More feedback, says researcher

Schools get little help in finding out how well they are doing, according to Dr Martin Shipman, head of the Inner London Education Authority research and statistics department.

They should set up more "indicators" to test whether they were achieving their objectives, he told a conference on school management organized by the Advisory Centre for Education in Cambridge. But they should not be limited to the easily tested academic side. Though they might only be able to collect "soft" data in the form of second opinions from panels of parents or employers, they should cast the net as wide as possible.

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John Maddox putting temptation behind him. Picture by John Cleaves.

It's hell giving up—again

Science diary by John Maddox

The last time I gave up smoking, just over 16 years ago, the consequence was unalloyed pleasure. Instantly I felt not merely well but liberated at least from the need to worry whether there would be enough cigarettes to last the day out, or matches to go with them.

This time it is different. After five years back with the weed, I have found the withdrawal symptoms exceedingly unpleasant. For one thing, I have a hideous smoker's cough, as membranes no longer desiccated by smoking deliver their selves of the coating of tar which they have acquired. Now and again I get quite lightheaded, no doubt because of decreased blood pressure. And the slight of somebody else puffing cheerfully away, or even going through the ritual of opening a packet of cigarettes, can bring on a barely concealed trembling.

I suppose none of this should be surprising. Whatever people say, nicotine is a drug of dependence. It is like heroin in that respect. So it is not really sensible that people should expect that exhortation will help substantially to wean people away from their addiction to tobacco. With the sluggishness of a recent convert, I think there is a case for asking that smokers should be registered and licensed before they are allowed to buy tobacco.

The two American spacecraft which reached Mars in June and August are now widely recognized to have been immensely successful, but it is almost as great a triumph that the groups of people responsible for the instruments on board the Viking rockets have been able to publish a comprehensive and reasonably coherent account of the results of their investigations. Virtually the whole of one issue of the *Journal of Science* (December 17) is filled with what they have to say.

Given the flood of news about the Viking landers which followed their arrival on Mars, the formal reports of their accomplishments now published contain few surprises. The most startling news is the timetable already laid down for the experimental programme which is to occupy the two instruments on the surface of Mars and the two spacecraft left in orbit about the planet between now and May 1978. During this period of nearly two years, the instruments on the various spacecraft will be switched off and on according to circumstances they were, for example, turned off for a month starting November 11 because Mars was then too close to the sun (on the other side of its orbit from the earth) for efficient radio communication to be possible.

of testing chemicals for toxicity. Hitherto, it has been necessary for people to use experimental animals of various kinds, to feed them with quantities of some new or suspect chemical for months or even years, and then to look for signs of cancer or incipient cancer in the animals concerned. Toxicity tests of this kind are now standard preliminaries to the marketing of novel drugs, and there are some who hold that they should also precede the large scale use of new industrial chemicals of any kind.

Fortunately, there is at least a chance that simpler methods may soon be available for testing advance which chemicals are likely to carry hazard, especially the risk of causing cancer. In the past few years, several attempts have been made by academic scientists to develop laboratory tests for detecting carcinogenic materials.

One of the best known of these is a test developed by Dr B. N. Ames, of the Oak Ridge National Laboratory in the United States, which is intended to recognize the damage which can be done to the chromosomes of a particular strain of salmonella bacteria by chemicals which can cause cancer in human beings.

For several months, there has been a growing lobby of people asking that the Ames test should be used as a standard way of screening new chemicals.

This lobby will be reinforced by a comparative study of laboratory tests for human carcinogens which has been carried out by a group of toxicologists, from ICI's central toxicology laboratory in Cheshire, now reported in *Nature* (December 16). What they have done is to try out six different laboratory tests on no fewer than 20 chemicals, half of them known to be carcinogens. It turns out that the Ames test is as efficient as any other.

But it also emerges that another test, based on the capacity of carcinogens to change the habit of cells grown in tissue culture, is just about as efficient. One way and another then, it seems as if it should soon be possible to tell in advance which chemicals are likely to cause cancer and which are not.

By now, it is well known that the experiments devised to detect the presence of biological material on Mars have yielded only inconclusive results. No doubt some of those responsible for the design of the instruments concerned still hanker after the belief that there is (or was once) life on Mars, but they will have to whistle well if they want to keep up their spirits in the next few years.

Of all the observations now reported, the most novel and interesting are the descriptions of the polar regions of Mars which have been made possible by the cameras mounted in the two rockets still in orbit about the planet. For one thing, it is now clear that the North Polar region of Mars, like the South Polar region looked at in less detail by an earlier rocket sent towards Mars, consists of highly structured layers that have accreted over time.

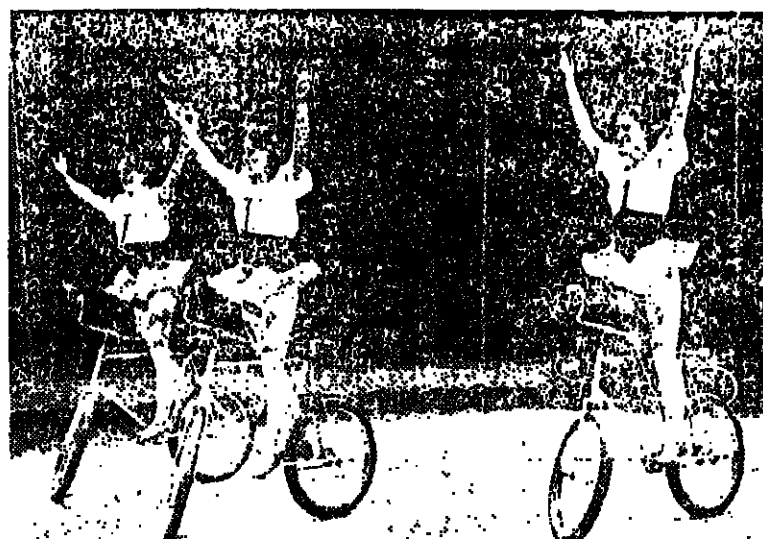
Whether that is the cyclical process that has given the polar regions their layered structure remains to be seen. And, of course, it is a great puzzle to know why the immediate surroundings of the polar ice caps should consist of vast regions of indistinguishable from the sand dunes of deserts like the Sahara.

Telling what kinds of chemicals are likely to be dangerous when released into the environment has so far been a difficult job. One of the chief reasons for being concerned is, of course, that many because Mars was then too close to the sun (on the other side of its orbit from the earth) for efficient radio communication to be possible.

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Two recently opened circus schools in Paris are thriving. Mark Webster reports



Topping good show

Collette's school uniform is colourful but in fact it is hard to say whether it is a boy's or a girl's under the billowing folds of satin, but that does not give her any complexes because 14-year-old Collette is a trainee clown at one of Paris's two circus schools.

Circus is big business in France. There are 11 big tops in Paris alone for the winter and throughout the country there are 200 artists and 2,000 ancillary staff working for them to entertain an estimated four million people a year.

Star performers can command up to 1,000 francs a night, although the average pay is between 5,000 and 6,000 francs a month. Compulsory schooling to the age of 16 put an end to the traditional method of training a future generation of circus performers. They could no longer learn from their parents while the show was on the road and good acts were becoming increasingly hard to find.

So two years ago two resourceful women working independently launched France's first circus school. Since then they have grown fast in acceptance and popularity until now there are nearly 700 children enrolled either full or part-time.

The Ecole Nationale de Cirque is the brainchild of a fourth generation circus clown, Annie Fratellini. She saw the urgent need for the school while on tour with the circus four years ago.

In December, 1974, she succeeded in getting aid from the Ministries of Culture, Youth and Sport and Education and the city of Paris, which covers half the 800,000 francs a year cost.

The rest of the money comes from the subscriptions of the children—100 francs enrolment then 300 a month tuition—and from the takings of the circus itself, which is attached to the school.

The 600 children at the school work out regularly in the large gymnasium for the big top which is set up near the school. The school takes children from six years old and there are now 150 of them

between six and 14, but Mme Fratellini insists that it is not essential to start so young.

Others begin late, like Sandy, who joined the school after he graduated from Cambridge and now has a tight-rope act which he tours in the Circus National. Pupils are taken up to the age of 25.

At the school, there are three horsts on which the pupils can practice gymnastics but there are no other animal acts. Not so much on humanitarian grounds as for lack of space—lions and schoolchildren do not mix.

Pupils for the school come from many countries and backgrounds. There are equal numbers of boys and girls.

The same is true of the other circus school in Paris, L'Ecole du Cirque, which is run by a centre for a variety of cultural activities. L'Ecole du Cirque was founded by Silvia Monfort, who had been running a cultural centre in another part of Paris. She worked with the famous Gruss circus family and at their suggestion included a circus school in the new, bigger, cultural centre which the Ville de Paris had given her.

With very little financial help she transformed the near derelict theatre into a busy centre for 180 pupils following every discipline from mime and circus to traditional dance.

Selection for the circus course is stringent. About 100 people apply, of whom 40 are chosen for a six-week trial course.

The minimum age is 16 and they pay 40 francs a week. The first qualified batch names only five.

Finance is a big problem for L'Ecole du Cirque. So far it has not received any guarantee of assistance from the government and has kept going with short-term help from various bodies and with the students' subscriptions.

Republic of Ireland Public service salary awards lead to spending cuts

from our correspondent

DUBLIN The amount involved in the educational services was about £1.7m. To meet this, £1m which had been earmarked for an increase in the grants paid to Church-controlled secondary schools, was diverted towards the increased salary costs. So was some £700,000 which had originally been intended to pay for an increase in the grants for heating and cleaning in primary schools.

The cuts were necessitated by the payment of an interim pay award to all public servants, including teachers and the civil servants in the Department of Education itself.

The pay award was originally to have been the first phase of a new national wage agreement, but after negotiations on the agreement broke down the employers, including the government, agreed to pay the projected first phase without strings as an indication of good faith.

Australia Poverty report lashes 'harmful' school system

from Robert Milliken

MELBOURNE

The final report of the Australian Commission of Inquiry Into Poverty has made a sweeping attack on the country's educational system. It says Australian education has been a disaster area for careers training, and is geared only to the needs of the elite. The report, presented in Parliament last month, is possibly the most wide-ranging and savage indictment of the education system ever prepared.

It was the fifth major report of the independent, non-parliamentary commission which was set up in 1972 to investigate the extent of poverty in Australia. The commission's terms of reference were later expanded by the former Labour government to include the harmful, legal, social and educational aspects of poverty.

The commissioner heading the inquiry into poverty and education was Dr Ronald Fitzgerald, dean of the school of general studies at Burwood state college in Melbourne. His report has caused widespread concern in government and educational circles.

Dr Fitzgerald explodes the myth that Australia is an egalitarian society offering equal education and career opportunities to all. His report speaks of "the harmful and debilitating impact of schooling on life chances", and says "powerful factors both within the schools and within our society still operate to impose severe handicaps on poor families. So long as the school system seeks to take account of the needs of poor people there can be no real equality of opportunity. The outcomes of schooling show the influence inherent in Australian education."

"So long as access to careers is restricted to a minority of workers, the familiar stress on competition and academic success within the schooling system will combine to defeat all but very few children of low income families, irrespective of their intellectual ability."

The report adds: "As a result, the growing gap between the haves and the have-nots in a so-called egalitarian society will continue to widen."

The report points out, on the basis of the last census in 1971, that nearly a quarter of Australians aged 15 and over had either never attended school or had only been to a primary school or its equivalent. A little more than half the population had attended school at secondary level, but left before the final matriculation years.

Of more concern was the fact that among the youngest age group of 15-19-year-olds no longer attending school, more than three-quarters left school at level nine (pre-matriculation) or earlier, "without the benefit of the final school certificate and the academic security which usually accrues."

Dr Fitzgerald devotes a special section of the report to aboriginal education, which presents a stark picture. Almost a quarter of aborigines aged 15 and over have never attended school and two fifths attended only primary schools. Less than two out of every hundred aborigines had attended until matriculation level.

The report recommends the establishment of an Aboriginal Educational Commission, along the lines of the present Australian School Commission, to provide funds for aboriginal education.

Among its other recommendations for Australian education generally are:

- Abolition of the present age limit of 16 years for getting done;
- Schools to take full responsibility for career education, placing special emphasis on the needs of poor children;
- The federal government in Canberra should review its policies on employment schemes to help out the number of jobless among school-leavers;
- State departments should employ youth workers to follow up those who leave school early or, illegally and usually their problems.



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Further details and application forms from the Central Bureau (Dept UA), England: 43 Dorset Street, London W1H 3FN. Scotland: 2 Bruntsfield Crescent, Edinburgh EH10 4HD. Northern Ireland: Department of Education, Rathgael House, Balloo Road, Bangor, Co Down.

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LETTERS

Too long in the tooth?

Sir,—Your readers may not be familiar with a pamphlet recently published by the University of Cambridge Local Examinations Syndicate called *School Examinations and Their Function*, but I feel impelled to use your columns as a means of reply to some of their manifestly absurd implications and assertions, or otherwise unchallenged assertions like: "They (referring to external examinations) help to indicate which schools have good teaching."

There is not the space to demonstrate in detail the inconsistencies which permeate the whole report, but it is clear that it fails to meet the standards required of any serious piece of writing which claims to be a worthwhile contribution to the Great Debate. It fails because it is written in a totally pedestrian style designed to produce only one possible conclusion in the minds of its readers. That is, of course, that the present public examination system ought to continue. As a result it falls into the trap of including within its framework of logic several implied and totally unproven premises and a few delicious non-sequiturs.

One example of these failings is where in the course of the same paragraph (on pages 6 and 7) it defines the objectives of the GCE examination boards, first, as "monitoring standards", "giving teachers and pupils a goal at which to aim", "a qualification for further education" and "a yardstick for the use of employers", and then goes on to say that if the examinations of these boards were too rigid, etc, they would fail in their objective of improving the quality of school education.

I think that the most revealing paragraph of all, in that it indicates the possible reason (apart from natural defensiveness) for the tenor of the report, is the one which begins "The Certificate of Secondary Education... was designed for candidates below GCE standard in non-selective schools...". There is another criticism I would make of that section, but suffice it here to point out that the suggestion that CSE was designed only for less able candidates in non-selective schools reveals the true link in the minds of the authors of this report between CSE (and "standards") and the selective schools, and CSE (and lower "standards") and the non-selective schools.

I am disappointed by this kind of reporting whenever and wherever I see it, but I find it surprising when a supposedly responsible but clearly in educational terms at least, very

intropective body leaps on to the politico-quasi-educational bandwagon simply to defend its own position.

More positively there are many particular points in the report with which I agree. It is the context and conclusions which are so counter-productive. I would suggest that the contention of the report that the crux of the matter lies in whether public examinations can ever fulfil the dual functions of providing qualifications and serving the best interests of the pupils is absolutely correct.

Further, that in order to do this we should separate immediately the 18-plus and 16-plus areas in our deliberations. At 16-plus there is a crying need for the administrative and educational divisions created by the continued existence of both O and CSE exams to be removed. All that the Schools Council report called for was the establishment of a common system.

I believe that to be an essential "next step". Without it, even if we accept unchallenged all the points and premises in the syndicate's report, we shall go on making incorrect and damaging decisions about individual pupils and between different groups of pupils, as we have done over the last 10 years or more. There is much in the Schools Council report which is flawed, but it is an honest attempt to take us forward in an educationally proper direction.

My own main criticism of it lies in what it did not say. It avoided the "sticky" question of what should happen to all present CSE and GCE boards under the new system. At the risk of being considered ill-informed, may I suggest that the GCE boards should become the 18-plus "experts" and the CSE boards mount the new (not merged) 16-plus system?

Further, because I too believe in "standardization" and "currency" to be essential values, at least where clearly assessable skills of learning are being tested, I think any new 16-plus system should run for at least five years on a Mode 1 or 2 basis only.

At any rate, please will everyone, even an examining board as long in the tooth as one set up in 1858, look at the question of examining (writing the life work) as a whole, and not from any isolated standpoint of "board", "school", "employer", etc.

J. A. KNIGHT,
Headmaster,
Thomas Bennett School,
Crawley, Sussex.

Careering ahead to make more jobs

Sir,—Your report of the recent Careers Research and Advisory Centre seminar (December 24) contained several inaccuracies. In particular I was reported as accusing "careers guidance officers" (sic) of avoiding the subject of unemployment even in areas where youth unemployment is high.

In my comments I at no stage referred to the careers service; my remarks were confined to schools, and I was particularly concerned with their failure in many cases to attempt to prepare school leavers for the realities of being unemployed, and with the lack of links between schools and job creation programmes. We are currently conducting an investigation in this area, and I would be pleased to hear from any schools which have

been attempting to grapple with the curricular implications of youth unemployment.

A. C. WATTS,
National Institute for Careers Education and Counselling,
Cambridge.

Sir,—Mr John Davies, of the Careers Research and Advisory Centre, was reported in the article "Imagination and initiative can create more work" (December 24) as saying that there are plenty of jobs going for unemployed young people. This reflects a total misunderstanding of the present situation, but also of the work and objectives of the local authority careers service.

In particular his suggestion that an examination of the *Yellow Pages* would provide an untapped source of vacancies makes one wonder just what he thinks careers officers, as well as young people themselves, have been doing during the current recession?

The careers service has been undertaking the most extensive canvassing of employers ever on behalf of young people. In 1975, like 1976, a most difficult year of unemployment, the service found work for 260,000 young people. This was one-sixth of the total placements made by the state's employment services. The 1976 total will probably be no less, considering the deteriorating economic situation. In addition to employment placements, the careers service is encouraging thousands of unemployed young people to take advantage of the special schemes of training and work experience which the Government has introduced. All of this work is being carried out at a time when the involvement of careers officers in careers education and guidance in

schools and colleges has never been greater.

Having regard to these pressures on the careers service, it is quite deplorable that an increasing number of student careers officers are unable to obtain appointments on completion of their training, especially so when the ratio of careers officers to young people is still one to over 400.

The Government's rate support grant settlement for the service during the past two years has been at a level sufficient to allow the service to be exempt from staffing cuts. In fact, the settlement should have enabled additional careers officers to be appointed to assist with the increasing number of young people reaching school leaving age.

The fact that some local authorities are choosing to ignore the rate support grant advice given by the government in relation to the careers service is a most serious matter.

The chronic unemployment situation affecting young people has inevitably created more public interest in the work of the careers service. The service welcomes this development and is anxious to cooperate as much as possible with all bodies and organizations who wish to help young people.

However, we hope that due recognition is given to the special, statutory role of the service in this connection and to the fact that for many years it has been advocating the introduction of many of the measures which have now been introduced to help alleviate the frustrating problems associated with a lack of job opportunities.

RAY HURST,
Careers Officer,
Middlesbrough.



The idealism of school booksellers

Sir,—In his letter "Rights for school booksellers" of December 17, Mark Featherstone-Witty suggests that "a 10 per cent discount is derogatory in view of the service, which is being provided" by school bookshops. While the school is indeed providing "free staff, free premises, free rent, free running costs", the supplying bookseller will not be making much profit. As well as cutting his already thin profit margin, he will have the extra work of checking his stock in and out, delivering to the school and almost certainly helping with the account-

ing side.

School bookshops were started by teachers rather than publishers; every teacher who has ever run a bookshop will confirm that it is hard work. Although the school will make a small profit, that is not the prime reason for having a bookshop. It is because students and teachers realize that the benefits of books and book ownership is inestimable; and that a school choosing and reading of books is more exciting. It is for children who do not have the bene-

fit of books in their home, who are not read to by their parents and who would not normally visit a "real" bookshop in the course of their daily lives, that school bookshops are particularly relevant. Publishers must make money if they are to go on publishing. But idealism rather than profit is the main motive behind everyone's commitment with school bookshops.

BELINDA HICK,
School bookshop officer,
School Bookshop Association,
National Book League,
7 Albemarle Street, London W1.

... is not a laughing matter

Sir,—In Mr Featherstone-Witty's ill-informed letter, he suggests that a 10 per cent discount is "derogatory" for the free staff, free premises, free rent, and free running costs provided by this school bookshop which is there to encourage his pupils to see and own books that they would not otherwise know about.

What he, and regrettably many others do not realize is that the bookseller through whom he purchases his books is almost certainly operating at a loss, having

given away 10 per cent of his gross profit.

Take our own situation. The maximum discount most publishers give on net books is 35 per cent and some even less. Even with a cost-conscious management our operating costs exceed 30 per cent of turnover, leaving us with a little over 4 per cent net profit. Half of this is taken away in corporation tax and out of what remains we have to satisfy our shareholders and finance the development of our business.

That is why he should be grateful

that there are still a few book-sellers left whose social conscience exceeds their economic wisdom in making them willing to "finance" school bookshops.

This is no laughing matter and if he does not think this a fair contribution, there is only one answer—higher publishers' discounts which inevitably mean higher prices. Is this really what he wants?

ERIC BAKER,
Children's Book Centre Ltd,
140 Kensington Church Street,
London, W8.

Rights to free school meals

Sir,—School meals are a paltry perk to staff at the best of times. Instead of trying to save an insignificant £10m, why not make them free of charge at enormous saving in administrative costs and providing an anti-racism deterrent at the same time? The cost to parents in private schools could be made an allowable expense for income tax assessment. The money could easily be found (and more) by saving several hundred millions in grossly overstaffed and over-established colleges of further education, where the recommendations of the Pilkington report have long since been killed off and quietly buried.

As a result of union pressure, it is now obligatory for any further education teachers with more than half their timeable consisting of work classified as advanced, to be placed automatically on the senior lecturer scale. There has been a shameless 12-monthly rotation of such classes with the effect that there is hardly any area college with less than half its staff on the top scale—many of them after

"Buggin's turn" being engaged wholly in what is in fact rudimentary school work in courses dressed up with pretentious titles.

While we are at it, why not get rid of the compulsory liberal studies inflicted on students by Edward Boyle? This is one cut which would be heartily welcomed by the recipients, whose attitude to their forced diet of compulsory study has not changed one iota in the 15 years since someone decided that it would be good for them.

True, a large number of under-worked and overpaid principal lecturers would then have to earn their bread by honest endeavour for a few of them on the Labour backbenches and the rest could obtain employment with firms who, believe it or not in December 1976 are still finding difficulty in recruiting workers for reasonably well-paid jobs which also involve night-shift and weekend working.

A. D. LEVAGGI,
79 Wilton Street,
Denton, Manchester.

Curricular chaos

Sir,—Mr Riches's excellent letter (December 17) highlights the curricular chaos into which we have landed ourselves through uncertainties about the scope of the autonomy of the teacher, and reorganization schemes which lack an adequate practical analysis of what is to be understood by a comprehensive curriculum for all.

Mr Riches sees the problems daily, being responsible for a middle school in a new town development with a mobile school population. He is now fortunately not alone in advocating a national curriculum framework with a comparable equality of curricular opportunity is a vacuous concept unless we actually plan for it.

RICHARD WHITFIELD,
Professor of education,
University of Aston.

Letters for publication should arrive by Tuesday morning at the latest. They should be short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

LETTERS

Don't blame counties for the cuts

Sir,—I have not yet seen the manifesto by Mr Brian Derbyshire, headmaster of Peers School, Oxford (Aristides, December 17). Mr Derbyshire is one of the most highly respected heads in Oxfordshire, but if he sees the issue before the county as cutting education or adding 3p to the rates, then I think that there is some misunderstanding involved.

First, the cost of ignoring the Government's guidelines would be higher than 3p, since additional expenditure would not be supported by the rate support grant. The cost, therefore, would be nearer 3p or 10p on the rates.

But this is still not the real issue, for local authorities have been asked by the Government to cut expenditure and not merely to transfer public spending from the rate support grant to the rates.

According to Mr Peter Shore local authorities have overspent by £450m. Oxfordshire's share of this is at least £5m. With education making up 70 per cent of the county's spending, it is clearly impossible to make a cut of this magnitude without cutting spending on education and worsening the pupil-teacher ratio.

Mr Derbyshire is, of course, absolutely right to draw attention to the danger of restriction of the curriculum; but I very much hope that these dangers can be avoided, and I am indeed working to this end. I also believe that compulsory re-education of teachers can be avoided.

At a deeper level, however, I feel that Mr Derbyshire's complaint is more properly directed to the Labour Government than to the county council. A government that

has allowed earnings to rise by 54 per cent while production remains at the level of the three-day week, has no alternative but to cut back on social spending, whether this is financed by rate support grant or by the rates. It is not until productive industry begins to expand again that we will be able to afford the kind of educational system which both Mr Derbyshire and I would like to see.

VERNON BOGDANOR,
Vice-chairman,
Oxfordshire Education Committee.

A better way to save

Sir,—Mr Brian Derbyshire, head of Peers School, Oxford, in his comments on budget planning (Aristides, December 17) has overlooked one way for savings to be made in the public services without causing any reduction of academic standards in education—abolish the school meals system entirely and reduce the length of the school day, leaving 20 minutes at lunch time. In winter, this would also reduce lighting and heating costs.

However, the most important element in such an action would probably not be the financial saving at all, it would be theonus that would be placed upon the parents—whether some people will be boldly going anywhere at all in the near future, as long as their applications are judged by such pedantic criteria.

G. SHORROCKS,
28 Linden Avenue,
Thornton-Cleveleys, Blackpool.

How to bridge race gap

Sir,—Frances Stadlon's article "Bridging the race gap" (TES, December 12) concentrated heavily upon the education of black and Frong pupils in the schools and only a brief mention was made of the help which the further education sector is giving to ethnic minorities.

To my knowledge, various further education colleges are involved with courses to overcome the problems which face young immigrants who have left school with poor academic standards. In this college of higher education, which has responsibilities for various aspects of trade union education, some interesting experimental work is being undertaken.

The Trades Union Congress and the Community Relations Commission have realized that immigrant trade unionists are not being absorbed into the movement in proportion to their numbers. Obviously the language barrier is one of the main causes but this is by no means the only factor which prevents the assimilation of black and Asian members.

Slough College of Higher Education has a fairly large industrial language centre made possible by a

grant under the government urban aid programme for the teaching of English to immigrant workers from the new Commonwealth. We have sought to relate the language expertise of the lecturers at the centre to the skills of the lecturers in trade union affairs.

It is well known that trade unionists have a jargon and ways of speaking which make it difficult for indigenous people to understand. It does not require much imagination to realize how much more of a problem it is for immigrant workers to follow the deliberations of trade union branch meetings. Slough College has participated in the work of a TUC/CRC ad hoc committee in order to devise courses which will both examine language problems and racial prejudice from both sides of the medal. It is hoped there will be modules which can be used in fairly lengthy courses or be complete in themselves in relation to conferences of a shorter duration.

A reasonable degree of planning work is being undertaken and the situation is under constant review by the interested parties.

P. RICHARDS,
Slough College of Higher Education.

Objectivity in RE

Sir,—Just over a year ago the British Humanist Association published *Objective, Fair and Balanced: a new law for religion in education*. It is gratifying that Dr J. M. Hull (December 10) pays tribute to the seminal effect of this document.

The heading to his article instances the three approaches to R.E. that he distinguishes, "Christian nurture, stances for living, or plain R.E.". After dealing with the Christian nurture standpoint, he then places our point of view at the opposite end of the spectrum of opinion.

This is not a correct analysis of the choices available, however. If he places Christian nurture ("the fostering of the Christian faith") at one end, then he must place humanist nurture at the other. But we have made very clear that this is not our viewpoint. We believe that boys and girls should be taught objectively and fairly about a

balanced range of belief systems, both religious and naturalistic.

This viewpoint, we believe, represents the true central ground of educational opinion. Dr Hull's arbitrary shortening of the spectrum of possible approaches leads him to place the revised 1975 Birmingham syllabus as central. However, a syllabus in which the treatment of non-religious sciences for living is subordinate to the study of religions cannot be considered as meeting the educational criteria of objectivity, fairness and balance.

We do not believe therefore that the tradition of an objective approach in their teaching of other areas of the curriculum, would agree with him in considering that a teaching standpoint which is slanted in favour of religious belief should, or does, occupy the central ground of educational opinion.

JOHN WHITE,
Chairman,
BHA Education Committee.

Part of our language

Sir,—In the correspondence concerning the standard of English in letters of application, and elsewhere, there appears to be no effort made to distinguish that which constitutes a genuinely muddled piece of writing on the one hand from a highly subjective and unscientific prescription on the other.

Mr A. D. Murray complains, for example (December 17) that several writers perpetrated a split infinitive. One can only inquire: what of it? By any objective linguistic standards, an analysis of English would reveal that the split infinitive is a part of our language.

Similarly, the apparent demand for a singular verb in "a wide variety of courses are offered" defies not only widespread usage, but also the English of government ministers and the BBC news.

Meanwhile, without wishing in any way to support confused and unclear writing, I doubt very much whether some people will be boldly going anywhere at all in the near future, as long as their applications are judged by such pedantic criteria.

G. SHORROCKS,
28 Linden Avenue,
Thornton-Cleveleys, Blackpool.

More knockabout stuff?

Sir,—Reading his belated review of *Over-subscribed*, under the topical heading "Getting a balance" (December 10), I kept getting the feeling that Mr Wallace was trying to make a point about something—but for the life of me I could not think what.

Surely, it did not require 27 column inches to illustrate the self-evident proposition that parental influence, if it is to mean anything, involves more than simply the right to choose between several possibly unsatisfactory schools?

Or was this just your blunderbuss at Highbury Grove School? (You were not very successful last time, were you?) If so, you should have commissioned someone a little more in touch with current ILEA transfer procedures than Mr Wallace from arctic Stevenage. Senior colleagues still at the school, whose memories are presumably as reliable as Mr Wallace's and who do not have his political axe to grind, tell me that things never were quite the way he describes them; and anyone currently employed by the ILEA will know that they could not possibly be so now.

Since the TES appears to be read by precious few people outside the cosy circle of educationalists, teachers whose curiosity has spilled

over from your diminishing catalogue of job opportunities, I do not suppose any real harm is done by this knockabout stuff. Indeed, if our current level of over-subscription is any gauge of your influence in these matters you would probably be well advised to syndicate your articles to the *Tailor and Cutter* and the *Lindisfarne Weekly Advertiser*. Islington parents are more interested in what they know we do than in what you say we do—or ought to do. If you want to exercise influence where it really matters—i.e. with the people for whom schools exist, the customers—you really must get rid of this nasty, patronising habit of regarding parents as gullible idiots who will be taken in by every PR gimmick in the book. They have survived years of educational brainwashing now, with their common sense more or less intact.

I was amused by Mr Wallace's suggestion that Dr Boyson rejected North Islington Comprehensive School as a name on the grounds that it would emphasize the school's location. Short of calling it 23 Highbury Grove School, it is hard to imagine how much more emphatically local he could have been.

I liked the illustrations, though.

LAWRENCE NORCROSS,
Head, Highbury Grove School.

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مكتبة الأصل

Sport

Charles is 'a natural'

by Asif Khan

Charles Anderson, a 14-year-old schoolboy who stands about 5ft 10in, has become an England basketball player at the Under-15 level—only three years after taking up the game.

Charles, a pupil of President Kennedy Mixed Comprehensive Coventry, was among 15 boys who were selected for the team after a trial tournament in London. They received special coaching at the Michael Sobell sports centre, Islington, during the Christmas holidays.

Charles, all-round sportsman and a fine cricketer, footballer and rugby player, is the first President Kennedy boy to be picked for England at basketball.

He trains daily under the watchful eye of Mr Bob Leventure, head of boys' PE at the school and a former secretary of the English Schools Basketball Association.

"I know I had played well in the trial tournament," said Charles, who was born in Coventry of West Indian parents, and whose father, Mr Dudley Anderson, is a Chrysler worker in the city. "I'm very pleased to be picked."

Mr Leventure said: "I think Charles is a natural all-round sportsman. He has worked very, very hard and deserves his chance. He is willing to listen and improve himself. When a schoolboy of his age thinks he knows it all, then he is trouble."

Charles became the basketball captain of his school team in the first year. He started to play the game this year, he led the Midlands side that took part in the trial tournament. "I enjoy playing basketball. It's a nice, fast game," he said.



The England Under-15 team will now stay together for the rest of the season. They are expected to play their first international, against Scotland, this month. They will then take on Wales and Ireland before going on a tour of either Belgium or France.

Mr Leventure, who is chairman of the Coventry Schools Basketball Association, said the game was attracting a high proportion of West Indian youngsters in Britain. "West Indian lads have a distinct advantage physically. It suits their temperament."

School again scoops the hockey pool

by Stanley Levenson

For the second time in three years a Buckinghamshire school has scooped the pool in the Green Shield Rose Award scheme for schoolboy hockey players. Jeremy Hilliard, of Sir William Borlase's School, Marlow, won the senior award and his younger schoolmate, Andrew Smith, collected the Under-14 individual prize.

Two years ago, Hilliard, now a member of the England schools coaching squad, was the junior winner.

Sir William Borlase's also had Paul de Jode second to Hilliard and, in the junior section, Tim Dean and Stuart Peacock joint second to Smith along with Ray Blanks, of Kingdown School, Warrminster, Wilts.

Kingdown, who also had Robert Sims and Tony Curtis in joint third place, won the junior team prize.

Essentially the Rose Award scheme, like those in other sports, is to encourage proficiency, but in the case of hockey there is built in a competitive element on a national basis.

Kings' School, Macclesfield, Cheshire, carried over success from a previous year, the boys for the second successive season won two trophies—for the senior team and for the best combined senior-junior team totals. In each case second place was taken by Friends School, Saffron Walden, Essex.

There has been an increase in interest in schoolboy hockey, says Mr John Cadman, the Hockey Association's chief national coach.

This has shown itself chiefly in the way more and more clubs are introducing cox sections for the under-16s. And in Middlesex this weekend, the first under-16 league in the country will be off. It consists of eight club teams linked with local schools (one of them Sir William Borlase's) plus the Royal Grammar School, High Wycombe.

Mr Cadman says that this is a significant development in junior hockey. Apart from strengthening the base, these clubs give boys who play rugby and football at school a chance to take up hockey as an extra.



Golfers from Kent School, Hostert, with their head, Mr Ron Ion.

Girls move in on golf

Schools golf, measured in terms of the Aer Lingus team tournament, continues its astonishing boom: 990 teams have entered the 1977 competition, 81 of them girls' teams, who have a show of their own for the first time.

The girls' entry is more than expected, says Mrs Euid Baker, chairman of the Ladies' Golf in England. "From now on we can expect girls' schools all over the country to take a much greater interest in the game."

Notable absentees are the girls of Kings High School, Warwick, who won the "trial run" four-nations competition last September—a level examination for some of the Warwick girls have to take precedence over the chus for birds.

Six of the 30 English girls' teams come from the North East; this reflects the greater interest and help given by local authorities there for golf. Ireland will have 28 teams, from both sides of the dividing line, Scotland 18 and Wales five. The boys' entry has risen from 726 schools in 1976 to 909 this year.

A far cry from the 112 who took part in 1974, this inaugural year. Among them are five British sides, with the Rhine Army, who have already had their own mini qualifying tournament.

Kent School, Hostert, won it right to represent the expatriates at the regional rounds in England. Both boys' and girls' competition lead up to national finals in England, Scotland, Wales and all Ireland, the winners of which will go off for the international school championship at the Aer Lingus owned, Foxhills course, near Chichester, Surrey, on May 22.

Varsity table tennis

Players from 50 universities take part in the British Universities Individual Table Tennis Championships at Bath University during the weekend of January 22-23.

Championships which will be held by the British Universities Sports Federation, are organized by the Students' Union and sponsored by Lillywhite Mansfield Ltd, Chesham, suppliers of sporting goods.

In brief

Saving by merging?

An undersubscribed college of education will be merged with Sheffield Polytechnic to save it from closure. Lady Mabel Cole, of Wentworth Woodhouse, which has 600 student places, is only a little more than half full. Talks are taking place between Rotherham and Sheffield education committees on a possible merger.

Which degree?

Haymarket Publishing Ltd has produced a new edition of its guide to first degree courses. *Which Degree 1977* is based on the format of *Which University*, and costs £15.

Attendance survey

A census of North Yorkshire children at school during a typical week—October 4 to 8, 1976—has revealed an attendance of almost 95 per cent—well above the national average. Attendance was marginally better in primary than in secondary schools.

Adventure playground

The Army is to finance the building of an adventure playground in the grounds of Sir Cyril Burr School, Croydon, through its "Military Aid to the Civil Community" programme.

Record sum raised

The Secondary Model School for Girls in Bofsea has broken a record by raising £1,300 in three weeks for UNESCO's Co-operative Action Programme. This is nearly half the amount raised in the Council for Educational Research's "1,500" year-schools challenge throughout the year.

Computer for handicapped

A computer to benefit the training and, therefore, the job prospects of the handicapped and disabled has been developed at Sunderland Polytechnic. The system works by feeding details of people's skills into the computer and matching them up with skills needed for jobs.

German BA for beginners

Queen Mary College, London, has begun a new honours degree course for candidates without a level German or with no knowledge of the language. It will be a four-year course and students should have A levels in a language and in English literature.

Who's for law at Oxford?

Sixth-formers who are interested in studying law at university, are invited to a conference at Oxford on March 18-20 next year. The conference, which has been going for the last seven years, will introduce students to the subject, to Oxford and to university life. Apply to Paul Beckett, c/o Law Faculty Office, St Cross Building, St Cross Road, Oxford.

Leeds slumbers

The annual Golden Pillow award lecturer for Leeds University's most boring lecturer has been postponed until next term. It is not that the students are too bored to hold it or that lecturers have become more interesting overnight. It is just that Rag Week makes students too busy to hold the contest.

What qualifications?

The seventh edition of *British Qualifications* covers 100 papers and the qualifications needed. Degrees and honours, certificates, membership and fellowships are listed. *British Qualifications*, Kogan Page, £9 hardback.

People

Mr Christopher Price, MP for Lewisham West, is to be chairman of the Council of the National Youth Bureau.

Schools

Mrs M. Jennett, head of Everet primary school, Bedfordshire, is to be head of Marston Moralea Church End primary.

Mrs J. E. Jennings, head of Chadton primary school, Bedfordshire, is to be head of Slip End primary near Caddington.

Mrs J. F. Lunn, deputy head of Little Paxton primary school, Cambridgeshire, is to be head of Maypershall primary in Bedfordshire.

Mrs P. A. O'Byrne, deputy head of St Thomas Jones primary, Hertfordshire, is to be head of St Vincent's primary, Dunstable.

Mrs M. Pearce, a teacher at Huntlington infant school, is to be head of Keynos primary in Bedfordshire.

Mrs M. B. Stanning, nursery/infant adviser with Coventry I.C.A., is to be head of Queen's Park Lower school, Bedford.

Mrs P. Wagstaff, teacher at Grays Hurst Lower school in Bedfordshire, is to be head of Sutton primary.

Mr A. Ward, head of Mansfield primary, is to be head of Dorwell Lower school, Henlow.

Mr D. Collin Firth, head of Gilbert School, Colchester, is the new head of Cheadle Hulme school, Cheshire.

Universities

Mr T. F. Wiseman, reader in Roman history at Leicester University, is the chair of classics at Exeter University.

Mr Christopher Thorne, reader in international relations at Sussex University, is to be a professor.

Mr J. R. Mulyne, reader at Edinburgh University, to a chair in English literature at Warwick University.

15 Managing performance

Philip Waterhouse suggests some new ways of improving teachers' classroom management skills

For all the time, money, and effort that have gone into attempts to improve teaching standards, results on the whole have been disappointing. There is a vital link still missing, which could connect research, development, advice and support on the one hand, with the practical concerns of the classroom on the other.

Attempts at improvement have a distinguished history: the early work of the inspectorate both national and local; the later work of the same bodies in their advisory roles; the curriculum development movement of the 'sixties; the growing contribution of the research institutions; the wide variety of local authority support services. All these make legitimate claims to have been of direct benefit to the teacher, and to be responsive to the practical problems which emerge from the classroom. Yet they all share to a consciousness of the difficulty of effective improvement: from outside the classroom; they know, from first-hand experience, all about "resistance to change".

Where and what is the blockage? Is it something in the mental and emotional temperament of the teaching profession? Or is it simply that the various agencies do not try hard enough?

They have tried hard enough in recent years. There is a new emphasis on dissemination activities for all curriculum development projects. New ways are being sought of involving teachers in development work. Cooperative production of resources is being tried in many areas. In-service education and curriculum development are increasingly school-based. The trouble is that most of the energy and effort stops short at the classroom door. It stops, so we are told, out of respect for the autonomy of the teacher; but it is more likely that the respect is for the harsh realities of the classroom.

This is not to say that researchers, inspectors, advisers, developers and in-service educators never enter the nation's classrooms. They do in fairly large numbers. But their objectives are invariably analytical. Researchers, quite properly, collect data, formulate and test hypotheses, hoping eventually to produce generalized results; they are not interested in the lesson as a unique event. Likewise curriculum developers, who work to the brief of their projects, see the classroom as a test-bed for their ideas, materials, or strategies. Inspectors and advisers get nearest to viewing the thing as a whole, but they rarely get the opportunity to do an in-depth study of a teacher's work; their observations are invariably selective and analytical.

So teachers work it out on their own. The theory, the research evidence, the advice, the training and the support are offered to them piecemeal, and their contribution is the synthesis of it all inside the classroom. Their synthesis must comprise aims, evaluation, and practical organization. This would be hard enough in a static society with stable institutions and unchanging values; but in today's world the task is unbearable.

Today's teachers are possessed by a personal internal conflict which, sadly,

is exposed and paraded by unthinking tub-thumpers with a mania for division and polarization. But teachers are trying to resolve the conflict, to find a decent balance. They experience inside themselves the struggle between traditional and progressive, formal and informal, discipline and freedom, group and individual, prescription and choice, high standards and the enjoyment of learning. No wonder teachers drift into opposing camps: those who play safe and stick to the time-tested techniques of class teaching; and those who, caring about children as individuals, slip into permissiveness and slack organization. The sad truth is that, in the planning and implementation of this vital synthesis, teachers receive little help; there is no body of knowledge, or repertoire of techniques and systems upon which they can draw.

I am arguing a case for a new look at the classroom as a place for the exercise of highly sophisticated management skills. We need to develop techniques for the study of the dynamics of the classroom by the practising teacher, not for the purpose of yielding universal statements, but for the purpose of informing practical decision making and as a guide to action. We need to invent control systems for teachers who want to organize their pupils' learning on more independent lines. Such systems, with their associated tools and techniques, will integrate the various aims, tasks and procedures of the classroom: the record-keeping; the guidance procedures; tutoring; assessment procedures; the teacher's objectives; the students' choices; the storage, indexing and retrieval of resources. We need to invent or adapt documentation to serve the need of the classroom. Above all, we need to criticize and test our systems in terms of the use of teachers' time; teachers cannot afford to waste time on unproductive and frustrating activities.

How can such systems be devised, criticized and tested? Not by rhetoric or exhortation. Not even by discussion alone. But by setting up experimental classrooms, by demonstration of operational systems in schools, and by starting a new movement for the observation, study and practice of classroom management. These experimental classrooms should not be confused with those of a previous generation, which afforded students a chance to watch teachers in action and, more particularly, to observe children learning. These should be the testing ground of tools and techniques and whole systems of management. They should be operated by skilled classroom practitioners, who are also inventive, adaptable and capable of demonstrating their skills. A local support service should be capable of carrying the demonstration into the schools, helping teachers to plan and establish management systems for their classrooms.

Such a support service is growing naturally out of the work of the Resources for Learning Development Unit at Bristol, serving the secondary school teachers of Avon. The powerhouse of the service is an experimental classroom at the unit's headquarters, where a class of 12-year-olds from a local school attends once a week for part of its school work in English and social studies. In each subject one member of the unit's staff is the teacher, another observes and records. Problems being studied are the use of the teacher's time; the use of the pupils' time; questioning problems; routing problems; retrieval problems; the use of classroom space; the effective use of guidance and tutoring; the effectiveness of the learning materials. After each session problems are analyzed, an overall appraisal made, and objectives agreed for the next session. The active partnership, alternating the roles, has proved to be a powerful weapon

for improvement. The aim is not towards generalizations, or towards the application of known principles; it is simply towards decisions for this unique class in this unique situation.

Out of the work of the experimental classroom has emerged a set of procedures and practices which form the components of a complete system of classroom management. The various components have been repeatedly modified in the light of experience. The system is the result of deliberation and invention in one classroom. But it is now being offered to teachers in the area as a conjectured solution to their classroom management problems. Of course they will, at best, only partially accept and use it. They will adapt, modify or extend it; or they will completely reject it and invent their own. Its purpose is to stimulate the debate, not end it.

To help the debate along, the staff of the unit are offering a practical consultancy to interested schools. It is based on the realization that making the first shift towards more sophisticated management styles is difficult and complicated. So the unit staff members are going into schools as partners to the teaching staff. The extent and depth of their commitment varies from school to school, but usually the operation starts with a meeting between teachers and consultants. Decisions are made about objectives, about classes, rooms, resources and the extent of the involvement of each of the partners.

Sometimes the consultants take over entirely for a few weeks, leaving the teachers with the opportunity to observe, reflect and discuss. During the experiment all teachers and to ask questions and criticism. At the end of the period a formal appraisal is made by all interested teachers (usually a subject department), and the head of the school is usually involved. Then decisions are made about continuation, if any, and the possibilities of a continued sharing of experience. Results so far suggest that the strategy pays off, that teachers find the whole operation stimulating and feel themselves ready to adopt the experiment.

Of course, such a proposal will be greeted by some as an arrogant, prescriptive, and mechanistic approach to the problems of the classroom. Others will tell us that they have been doing it for years. But the problems and complexities of the classroom are now so complex that it seems reasonable to claim that common sense alone will not yield the best results, and that the systematic approach to classroom management based on observation, experiment and demonstration has great potential. Our experience so far suggests that teachers are acutely aware of the need, are in possession of a vast reservoir of accumulated knowledge which needs channeling, and will welcome colleagues in their schools as active partners for the improvement of classroom management.

Philip Waterhouse is director of the Avon Resources for Learning Development Unit.



Map-reading in the Unit's experimental classroom.

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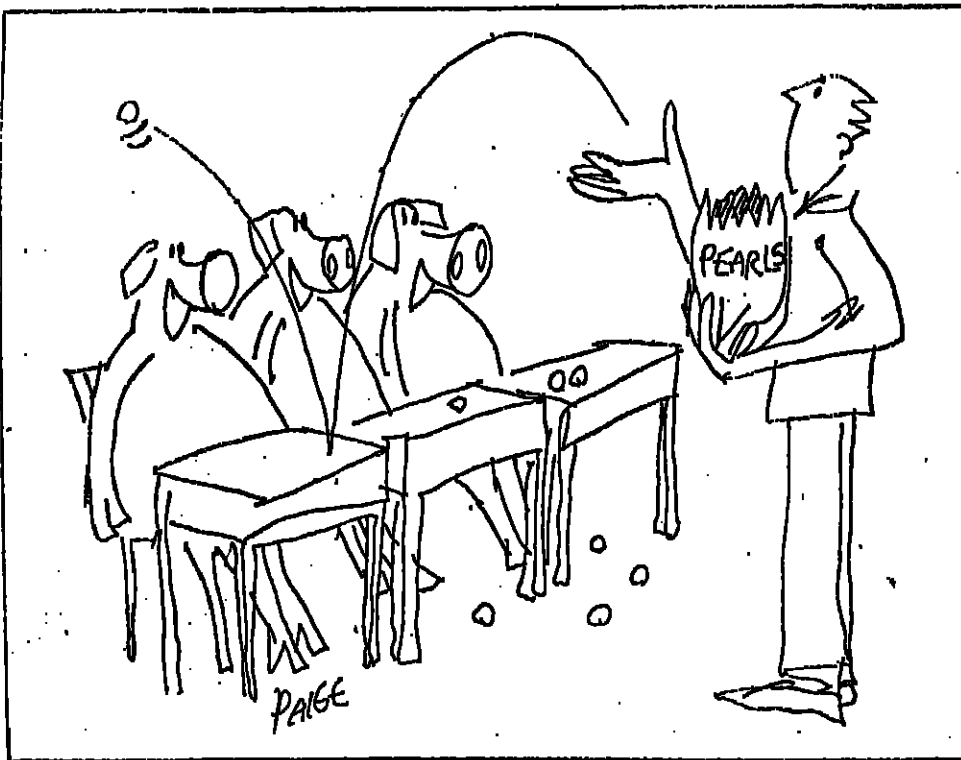
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Enquiries and applications from suitably qualified persons, should be addressed to:
The Principal, Concord College, Acton Burnell Hall, Acton Burnell, Shrewsbury SY6 7PF.

مكتبة من الأصل

On the buses

Andrew Stibbs argues for a model of in-service training which allows teachers to learn 'without a sense of demeaning themselves'



In 1967 there was a proposal (in the Schools Council Working Paper 11) for a famous area of inquiry based on "The 97 bus". At about that time I was unwittingly involved in a less publicized learning project, based on the 500 bus.

The 500 bus, which carried probationary teachers from the crumbling bed-sitters of Liverpool to the glossy classrooms of comprehensives in distant Kirkby, was a lively, ribald, pragmatic microcosm of a type of in-service training. Its students were trained to survive not just the big city life into which they had plunged from their genteel homes and colleges, but the classrooms they were thrown in to earn their livings.

In the morning we picked each other's brains for good ideas—pedagogic karate chops with which to defend ourselves during the day's unpredictable classroom encounters—or shoulishly gutted *The Guardian* for earthquakes or air crashes to stimulate imaginative writing. In the evening we returned as elatedly tired as any workers who have just survived a shift at a hazardous occupation, and remembered with advantage what deeds we had done that day. We retold and retold our disasters till they arranged and entwined themselves into myths, comic and contemptible, and honed anecdotes about our pupils, unconsciously isolating the significant factors in their behaviour, their culture, and our relationships with them. We were, among other things, building up an illustrated rationale of our work, giving our practice perspective, and suggesting objectives for ourselves. Our mutual frankness reassured us that our shortcomings were not unique, not disgraceful, and not irredeemable, and we built up a self-confidence to continue.

Most organized in-service training in which we were then involved (there was less of it then, and methods are different now) was ad hoc (we had found ourselves a father confessor), and out of school we sometimes attended day or evening courses in which there would be lectures from experts which, in retrospect, seemed ineffective.

Why should being told what to do by experts fail to enlighten self-confessed amateurs who don't know what to do? It is an unproductive relationship. The idea of having a speaker—for an audience whose members can read and write and talk—suggests lectures are chosen for their charismatic elements, and because the material is a package chosen by the delivering agency as something the receiver needs, at that time, in that shape. But they do not allow feedback or the "kicking about" which gets material into assimilable form, and the assimilator into a receptive mental set, fostering those adjustments of the focus of the known and unknown which make them mesh. On the 500 bus, new ideas came to us in those recognizable forms which made us think they were our own ideas all along, and therefore all the more precious.

The inefficiency of lectures may also have to do with our attitudes to expertise. Of course, those "experts" don't really claim to be experts, and they aren't really "telling us what to do". But a mild professional paranoia may make us see it like that. A speaker and his audience are a bit too like a teacher and his class.

There is the same disabling dullness, a similar one-way flow of authority, a similar lack of negotiation between the actual and the possible, a similar monopolizing by the speaker of initiative, and a similar defensiveness on his part (with his prepared notes, his eye for the disruptive member of the audience, and his reluctance to adopt an honestly tentative approach to knowledge lest it erode his authority).

There is a corresponding restlessness among the audience, which may be there to find fault or seek perfect answers (in which they are always disappointed), to make the expert at Aunt Sally. It may be that professional teachers especially resent being treated as learners. And if we're not to feel ourselves swine, we can always refuse to recognize our fodder as pearls. Perhaps that is why we are so eager to find excuses for not accepting the speaker's advice—who's to say he can really do what he claims, and all the time, and with problems we the members of his audience have (problems he does not know about)? We have thought on our

plates with current survival problems, without trying innovation on the dubious authority of a confident stranger. So it goes.

Our conditions of work make us an unrelaxed and insecure profession. We work in hierarchical institutions soaked with authority. We are under constant pressure to control. We are constantly distracted from big important things by little urgent things. So complicated and controversial are our objectives, and so subjective is judgment of our success (success we may not ourselves be aware of), that we can never please all the people all the time, just reach compromises between the differing demands of our beliefs, our pupils, their parents, our colleagues, and those in whose powers our promotions may lie.

The message that the head would like to see me at break, or that a parent has called, still produces a frisson in me, and a guilty recapitulation of my recent risks, excesses, omissions and failures. Even when the summons turns out to be to receive a bouquet, I have depressed myself too much to enjoy it. And the anxiety to which we are subject (which mars our learning and our teaching) is increased by the strong tradition of the inviolable privacy of the classroom, still shown for instance, in the probationer's need to "win his private battles first".

I have put up two models of the teacher-as-learner. In the 500 bus model, the teacher is an autodidact supported by a cell. In the other, he is a vessel to be filled up with knowledge, programmed to regurgitate, then deserted. The first model's conspicuous successes were in making failure cheerful, not in eliminating it. As for the second, those of the Apostles who survived preached some funny versions of the Word.

In neither model is the learning going on in the classroom, on the job. On the 500 bus we were bringing our distorted versions of our private, misunderstood disasters for public inspection by fellow buffoons and victims. In the lecture we were listening to descriptions of things that secured not part of our experience, but what was needed was the bus's support—but by experts—in situ, and the lecturer's expertise—but supportive—in action. I am advocating a bigger element of the master-apprentice relationship in teaching-learning than I experienced. I want Aunt Sally in the classroom. Imitation can be an effective way of

learning. Because it begins with observation. It has an in-built language of success—the learner knows that what he aims at is reachable. And imitation removes communication hurdles. Doing something properly (like reading a story aloud) is often a piece of "whole-task learning" which you can't achieve by following instructions; you can only be shown. Learning takes place under the pressure of need, and the teacher (in this case the teacher-learner) is best there where and when the need occurs. He can interpret the learner-teacher's problem and assist better for both his presence and for having his own expert diagnosis.

However, it is not just imitation by a learner-teacher and fire-fighting by a teacher-teacher that I am advocating. It is not a "sitting next to Nully" model. It is a collaborative mode of working by teachers, a learning from others not how to operate just like them but how to operate most effectively as yourself. It happens in team-teaching where the team members have different experiences and expertise. It happens when a secondary head of department invites a probationer to bring his class into a sepiace lesson, or share the joint work of two parallel classes. Sally is to be Nully in a cell.

Putting the teacher-learner into the classroom also brings the possibility of enlightenment from below as well as from above. Children can be learnt from if they are observed, listened to, respected, taken into the teacher's confidence and made part of his planning, especially in the presence or near-presence of a more experienced teacher.

What has to be learnt is unknown territory. The learner-teacher is the explorer. He will find his way better if he does not go alone. He will find Traveller's Tales incredible or unhelpful. His party should have a guide with it (and in all the Edwardian adventure stories I read the guide has no sense of superiority—being a professional employed by aristocrat amateurs—but is a cheerful pragmatic fellow taking more than his fair share of the journey's hardships). There is a lot to be learnt from the natives; but he regarded the aborigines, who could have helped him, as part of the landscape rather than as fellow human beings.

I have been writing as if there is an urgent need for inexperienced teachers to be trained, in-service, to perform some simple task like riding a bicycle. The

suggestion that you could learn to read a story properly by sitting next to Nully is an over-simplification. But it is really not "training" we are talking about, and it is not imitating some "right way to do it". It is much more a matter of morale of alertness, of having a relevant, active theory which will to service practice, of having confidence in your objectives, of raising standards of care, concern, and observation. And if these are achieved, experienced teachers can go on being learners without a sense of demeaning themselves.

Take an example where what has to be learnt is not a process or a body of knowledge, and the learners are any/all teachers. Chapter 12 of the Bullock Report is about "Language across the curriculum", a policy on which, according to its fourth main recommendation, no school should be without. Most teachers have heard of it, few appreciate its relevance, and I have already burnt a few fingers on it.

The astonishing restructuring of our view of our own everyday language brought about by the tape-recorder together with the observations, insights and concepts of writers like James Britton, and the development work at the London Institute "Writing across the curriculum" team, could open teachers' eyes, ears and minds to the varieties of language use and the effectiveness of learning of many varieties now ignored in the classroom. But how to do it with out adopting tactics which close the eyes and minds?

Clearly an initial fiat—"All right Bullock and someone draw up a language across the curriculum" policy and all follow it"—will not work. Nor will flying experts in to lecture. That would suggest there is something out there the teachers ought to know and do not do worst an insulting or bullying suggestion. If teachers are to benefit from the idea of "language across the curriculum" they have to receive them in a variety of encouraging contexts, assimilate them through activity, and see their short-term pay-offs and long-term transformative powers.

So it will not work to lay down an arbitrary or bossy policy. It may work to put a secondary head of English in charge—he is an Aunt Sally. And calling it "Language across the curriculum" may not be a good idea—it sounds like a Traveller's Tale. However, problem-solving working parties (on such clearly practical but fundamentally suggestive topics as marking, for instance), or teaching teams which include teachers interested in (but not necessarily expert in) language across the curriculum, might work towards methods which benefit from the concepts.

If the teachers see themselves as valuable initiators rather than reluctant recipients, they will see the ideas as aids, not burdens. And if the new ideas are encountered in the context of exploring immediate problems (in familiar territory, but territory on which they find themselves), there may be that mesh between the new and the familiar which is the staple of learning.

Necessity is the mother of discovery as well as invention. Explorers are more likely to receive helpful messages if they realize they are lost, and are looking for messages. Familiarity breeds enlightenment as well as contempt, so explorers are more likely to recognize the helpful messages if those messages are in context (in both Bernstein's and Morse's senses) the explorers already know.

It is when in-service training is going on, but there are not the James-envisaged resources to do it thoroughly, that there is a danger that the token "half-a-day" week-out-for-probationers-to-hear-a-talk could be the pattern. It would be most effective, for morale and learning, including "experts"—investigating teachers' problems to be sponsored within schools.

The main pay-off from a collaborative mode of learning in in-service training would be that teachers (who in most cases have not been on the receiving end of the teaching methods they wish to adopt) would be in a better position to foster more effective ways of organizing their pupils' learning, so that the explorers on the 97 bus would benefit from their guides' experiences on the 500 bus.

Andrew Stibbs is an advisory teacher at Cleveland. He is writing here in a personal capacity.

The way it was

Negley Harte on social history.

Social History. Single copies £3.50; subscriptions £7.85 for home individuals; £10.00 for home institutions; £9.50 and £12.00 respectively for overseas individuals and institutions.

History Workshop. Editorial Collective (Business Manager: Susan Bullock, PO Box 69, Oxford). Annual subscription £5.00 or £3.00 per issue from bookshops.

Speak for England. By Melvyn Bragg. Secker and Warburg £5.50.

Ups and Downs. By Walter Hayden Davies. Christopher Davies (Swansea) £2.95.

Labouring Life in the Victorian Countryside. By Pamela Horn. Gill and Macmillan £10.00.

Social history has come a long way since it could be defined by G. M. Trevelyan as "history with the politics left out" or by A. L. Rowse as "the study of how society consumes what it produces" or by C. R. Fay as "economic history with the difficult bits left out". The works reviewed here demonstrate that social history has come to have its difficult bits; it certainly does not leave out politics, and it is as much concerned with the structure and context of production as with patterns of consumption. Consumption seems, in fact, to be oddly neglected.

Such definitions as those can now clearly be seen as an inadequate characterization of this burgeoning subject. The field is at last coming to merit the scope that some pioneers have been canvassing for it for many years—social history not as yet another branch of history, but as all history from a new point of view. If the formation of a society and the establishment of a journal can be taken to mark a crucial stage in the institutional history of a subject and the onset of a full maturity, then social history in Britain has now arrived.

At the beginning of last year there took place at Lancaster University the inaugural meeting of the Social History Society, appropriately to be headed by an influential and powerful trinity: H. L. Beales as patron, Ass Briggs as president and Harold Perkins as chairman. (The subscription is only £1.00 per annum, and the secretary

is Dr Michael Rose of the department of history at the University of Manchester.) Apparently coincidentally within a few weeks there also appeared the first issue of the new journal *Social History* (to be published three times a year) edited from the University of Hull's enterprising department of economic and social history. The Society is arranging another conference and the second number of the journal has already appeared. The show is on the road.

It contains quite a variety of topics and presents a good many attractions. Take the contents of the two numbers of *Social History* that have appeared so far. There have been articles on medievalism in East Anglia in the 1840s, rural socialism in late nineteenth-century France, the social theory of poverty in late nineteenth-century England, Napoleonic statistics, the Stalpin state, the demography of an English rural industrial area since the seventeenth century, France and ideology in working-class historiography. No doubt future issues will extend the range still further, but it is already extensive. In the excellent review section, besides the more evident social institutions or activities such as towns or villages, agriculture or working-classes, peasants or aristocrats, the subjects dealt with include witchcraft, slavery, strikes, etiquette, the sociology of literature, sexual morality—and the list could go on.

The most impressive feature of *Social History*, as of social history, appears to be the range of interests and the variety of types of insight it offers to all manner of aspects of social life and experience. Many subjects at best entirely overlooked by traditional historians or at worst hatingly covered by relegation to a good many inconsequential little last chapters on everyday customs and pastimes and so forth are at long last getting the attention they deserve. At the same time the structure of society and the relations between various groups within it are clearly being systematically confronted. An editorial preface to the first issue of the new journal contains some interesting reflections on the scope of social history as a discipline.

It contains much that semitars could well discuss, though it is addressed perhaps too much to a readership of scholarly "insiders". Some of the articles are over-long and glibly long, but *Social History* has a strong favour, immediately estab-

lished itself as enormously superior in quality to all other English-language journals in the field, with the possible exception of *Past and Present*. It is very much better than the Dutch *International Review of Social History*, the *American Journal of Social History* or the *Canadian Social History* (whose name they have stupidly duplicated).

Another new journal to appear last year, *History Workshop*, is a subtitled "a journal of socialist historians", and its ideological commitment is evident almost throughout, while it offers a pour of contributions of a great variety. Fascinating accounts of an attempt to stage a presentation of the master-servant relationship based on incidents in Grimby in 1871, of Eskimo reactions to Canadian colonialism and of the establishment of folk museums in Buckinghamshire and in Emilia come cheek by jowl with challenging studies of historical novels, of documentary films, of oral history, besides advertisements for Left bookshops and notices for "fraternal groups". There are also some more or less conventional articles, such as the amusing essay by Gwyn Williams on Welsh red Indians and the notable examination of women in Nazi Germany by Tim Mason. What book reviews there are come under the expressive and revealing heading of "enthusiasms". *History Workshop* cannot fail to communicate its enthusiasm for progressive causes, for revived history, and, above all, its enthusiasm for life.

The moving spirit behind it is clearly Raphael Samuel, that articulate and persuasive protestant who, according to the notes on the editors, joined the Communist Party's historians group in Clerkenwell at the age of 16, and later studied at Oxford under Christopher Hill and in Bloomsbury under Denis Butts, a West Riding wool seller. The journal is the result of the creative offshoots of the history workshops that Mr Samuel has organized at Ruskin College with such success in the past nine years.

It is not the editor, however, but one of the 10 members of what is called the "Editorial Collective". Our socialists, they join in proclaiming, "determine our concern with the common people in the past, their life and work and thought and individuality, as well as the context and shaping causes of their class experience." For us," declares another, "the class is not on the historical agenda, but our socialism and our history are inextricably connected, each shaping the other." The writings of Marx are repeatedly referred to as an earlier generation's authority of the Bible. There are good numbers of files at "bourgeois scholars", as the narrow confines of traditional historians and also at other schools of the new social history, where "social structure" is significantly put in inverted commas and dismissed as "the demographers' term for 'class divisions'".

History Workshop believes that history is too important to leave to professional historians and that "the boundaries of history" should be brought "closer to people's lives". It seeks to democratize the subject, to break down the distinction between the producer and the consumer of history and urges activity and involvement all round. Some of the results may not be very polished, but they merit attention from all with any concern for the dissemination of historical thinking. For many, the real strengths of *History Workshop* will lie not in its ideology, but in the range of its interests, the variety of the topics covered, by eclectic historians of the approach employed and its contagious freshness.

Not everyone will flock to the cause of Gay Left, and some will not agree with the conclusions suggested by Jeffrey Weeks in his discussion of attitudes to "homosexuality" in the nineteenth century, but all should welcome his sensible and systematic approach to an important and neglected topic. It is a welcome change from the puritan "great queens" through the ages approach of many writers whose approach has promised them, from the phraseology of his introduction, but from his judicious

merits of the new approach to social history; it deserves a wide audience.

Not all writers of social history are professional social historians. The *History Workshop* people (all professionalists themselves) would naturally welcome this, but it would have to be admitted that most of the non-academic writers on the subject are catchpenny professional authors. Melvyn Bragg, whose new book *Speak for England* is a timely contribution to social history, comes into neither category. He is himself neither academic nor catchpenny author; his is the intelligent and reassuring face that guides us through many a literary mine. Having set several of his novels in his native Cumbria he has now produced a massive work of non-fiction concerned with the experience of his home town of Wigan in the twentieth century. It will be most of interest to other mining communities and to Wales; but many will find it as lively, amusing and informative insights into the social history of a period that is so relatively close and yet so far from the experience of the vast majority of people today. The prose is broken by peaty rarer than by statistical tables.

With barely 3 per cent of the labour force at present employed in agriculture, only a very small minority of the population are now involved in what until only a little over a century ago constituted the major economic activity of all humanity. The agricultural labour force began to fall in numbers only in 1890s, and at the time of the 1851 census still employed over a quarter of the labour force. Pamela Horn's new book is a comprehensive survey of all aspects of *Labouring Life in the Victorian Countryside*—work and leisure, homes and holidays, education and politics, poverty and crime. She pulls many nice examples from both the contemporary and the historical literature.

She also makes admirably sensible use of oral evidence and old photographs, two sources of invaluable of current work in social history. They are both sources which mean that the historian can make his touchstone the real life experience of people themselves—the phrases "I Ratched Genuer" (*History Workshop*, page 201). Ordinary people and everyday life are at last being brought into the mainstream of history. Social history is becoming alive, is clearly doing very well and there are all around us.

Other flashes of insight come not from Mr Bragg's own words or from the phraseology of his introduction, but from his judicious



To pass all understanding?

Michael Hurst on international politics

The International Political System. By F. S. Northedge. Faber £6.95. 571 11008 8. £3.25 11009 6.

The peace of God, in so far as it consists of peace between nations, does not pass all human understanding. The study of international relations can take us far on the road towards substantial comprehension of the whys and wherefores of well-nigh all aspects of public affairs.

In his timely and useful book Professor Northedge has laid bare the principal problems at issue in what he terms *The International Political System*—the corpus of ways and means employed in relations between states, singly or in groups. Quite rightly, he pours scorn on the coxswains of writers whose primo concerns are with so-called "scientific" approaches based with "technical jargon" and remote from the actualities of life.

On the other hand, his insistence upon denouncing all claims for the existence of overriding laws of conduct and for the possibility of processing the course of history rationally is misplaced. First, much depends upon the subtlety of the formulation of such "laws"; then, with so much making up history being subject to "laws" it is quite reasonable to suppose that a comprehensive totality will henceforth be a rather strong imprint of their being; and he himself is at times a user of this very notion.

Indeed his intelligent use of generalization over the nature of international relations goes far towards confounding his own denunciation. When dealing with the present Northedge is both penetrating and balanced. He has a thorough knowledge and appreciation of what the problems facing nations actually are, and he discusses them with clarity and thoroughness. His aware-

ness of multi-cause processes and the nuances of both diplomatic and war activity do him great credit. Like H. A. L. Fisher's "Commonwealth" for national politics, his is certainly a most informative and mind-opening performance for the international spheres. Just why peace or war occurs; just how nations calculate their interests and chances; how power balances work; how imbalances arise; how states attempt to settle their differences peacefully; how weapon technology affects our fate; and how the sheer mechanics of diplomacy actually work—all this and more provides much to admire and learn from.

Unfortunately, the other side of the coin does much to devalue it as academic currency. Muddle and inaccuracy abound in the historical sections through which we have to wade before reaching the current affairs. Factual inaccuracy is as frequent as it is distressing, and while superbly alert to the shortcomings of would-be intellectual newcomers, Northedge almost wallows in ignorant acceptance of older fashioned political theorists, allowing their simplistic frameworks to lay low the sophisticated interpretations of past ages which must have occurred to a mind as good as his.

We are supposed to have arrived at our present system of international politics by several distinct stages. What are actually offered as evidence of this a set of parallel past states or groups of states—Persia, parts of India, China, the Greek world—which, like Rome, were to a large extent allegedly virtual worlds on their own. To them the modern world is added, international affairs are said to have been unknown. Yet the "Arthashastra" of the Indian writer Kautilya, written about 300 BC, is, on the Professor's own admission, something of a Machiavelli's "Prince"; and again on his own admission, Machiavelli is part and parcel of

the world of "Raison d'état" and individual states of which we are part. Ronic and the other empires may have had war or "armed peace" with those without their frontiers. But much of modern life has consisted of little better. The fact is that in attempting to link the emergence of modern international affairs with conscious ideas of one sort or another, Northedge confuses means with ends, and ignores the geography of which he later makes so much.

In treating of nineteenth and twentieth-century history the Professor is guilty of numerous solecisms—many of fact. Modern Italian history would appear to be a weak spot with him, and his views on the Royal Navy, and vital aspects of French, German and Russian affairs leave a lot to be desired. If Germany did lose the First World War, why was Versailles ever concluded? Northedge claims she was not the loser, then asserts she lost "by an act". But losing is losing however it comes about, and he is again self-contradictory. Far worse though is the claim that nineteenth-century Europe had no time for militarism.

One great truth is none the less maintained and engraved with great skill on both sides of this international coin—and that is the supremacy of politics. Economics, social forces, religion—all are subject to a strong political process, although themselves vital in the formation of political trends in the great world scene and the inter-relationships of states. Politics are the means for intercommunication. Without them trade and industry cannot import and export in and out of particular countries, and the great pacts and groupings are collectivities of governments, not of limited liability companies, social organizations or churches. Quite unconsciously the world practices the motto of Charles Maurras—"Politique d'abord".

Recycling our thoughts

How the other Half Dies—the Real Reasons for World Hunger, by Susan George (Penguin £1.00, 14 02 2001 1). A commendable book for anyone remotely interested in over 500 million people who live in "absolute" poverty, and are kept there by an alliance of the local rich and powerful Western interests—some well-meaning but wrong and others profiteers. Susan George explodes the myths which enable us to blame poverty on the poor, showing, for example, that a high birth rate and hunger are both products of poverty—no does not cause the other. The cause? Social injustice, manifesting through the land tenure system. Read how—and what can be done.

Catherine Basham
The comprehensiveness of Robert Arvill's *Man and Environment* (Penguin £1.25 14 02 0889 5. Updated fourth edition) is both its

main asset and its weakness: there is more breadth than depth. The book surveys the wide spectrum of natural resources and man's impact on them, pointing out the danger of over-population and automation. While dealing more with "natural" than with the urban environment, it emphasizes that most of the landscape is man made; it can be controlled, preserved and enhanced or destroyed by man. The book is less convincing in showing how employment can be achieved but provides a good guide for anyone interested in the environment; it outlines and criticizes the British town-planning system, gives examples of good environmental planning and lists institutions that are involved in improving the management of the earth's resources, in Britain and internationally.

Sebastian Loew
William Cleghorn

By the people...

Electoral Systems. By Enid Lake-man. Workers' Educational Association 35p. 0306 3097.

This is an excellent example of background notes on social studies. Miss Lake-man gives a concise, but remarkably comprehensive account of the development of the British electoral system. She reminds us

that the franchise was not always so restricted as we are accustomed to imagine. Her account of the several alternatives to our "first past the post" system is fuller than usual; the varieties of proportional representation practised in Belgium, Canada, many Swiss cantons, Eire and Northern Ireland are described; and the probable effects on British party strengths of different methods are illustrated. Trade Union practice is appraised in order to show

that proportional representation is not wholly foreign. Comments by political parties are appended: it will be no surprise to be told that the Liberal and Celtic nationalist parties favour a change. But a fundamental question seemed still unanswered however: since the major and nationalist parties are coalitions, need artificial attempts be made to secure representation of all opinions? Andrew Currie

Train to work

The Trainable—Mentally Retarded. By Thomas A. Burton. Charles E. Merrill. \$18.15. 675 08591 8.

In America severely retarded children, in our ESN(S) category, are styled trainable as opposed to educable. This book is a text for those

training to work with these people, be they children or adults. As such it fulfils an important need, since there has been a dearth of relevant training material.

Burton offers an overview of recent and current practice in the field. Early chapters concentrate on definitions and the general background to training programmes for

the severely retarded. The problem of assessment is extensively discussed. The key issues of what to impart and how are considered in chapters on curriculum and on training activities. Further chapters consider: the curriculum and needs of the severely retarded person in the family and in adult life generally. Seamus Hegarty

Children's literature

Life styles

Marion Glastonbury

The Country Mouse and the Town Mouse. Retold by William Stubbs. Pelham Books £2.75. 7207 0828 1. Fred's Dream. By Allan and Janet Ahlberg. Collins £1.50. 00 138061 3.

Hannah. By Joanna Stubbs. Deutsch £2.25. 233 96752 4. The Post Office Cat. By Gail Haley. Bodley Head £2.50. 370 10758 6.

Worlds of Yesterday series. An Oba of Benin and A Prince of Islam. By Carol Barker. Macdonald and Jane's £2.50 each. 356 08179 6 and 08178 8.

Characters in fiction often go from rural simplicity to urban sophistication and back again, choosing home-grown herbs with home-made music in preference to convenience foods and hi-fi. This was hardly a suspenseful story-line in Aesop's day—and it has not gained in dramatic tension since.

William Stubbs finishes it off altogether by painting the country as an extravagant's dream. At least in the Beatrix Potter version, Timmy Willy's retreat was a bit scruffy, a bit boring. Here plain living is represented by a Parisian piano and a Habitat kitchen; the "tiny cottage" of the text is enormous in the pictures, and the tasteful photographs comes straight from *Homes and Gardens*. I don't believe for a moment in the battle of the life-styles, but it's a passable adventure story, with narrow escapes from a dog, a cat and finally a human eye. It leaves me wondering why our most gifted illustrators are so often drawn to tired morals; graphic originality harnessed to parivatic corn.

The Brick Street series belongs to the genre Cheerful Vulgarity. *Fred's Dream* takes him from a rosy urban slum to a cartoon world of exuberant slumstick. "Some Indians and some old grannies and some gorillas" attack Wembley. Fred scores all the goals in the Cup Final, and clones of his teacher kick leaves into ovens in a bakery which owes much to Maurice Sendak's *Night Kitchen*.

In this school the girls bake cake and the boys eat their while the girls' sole part in the football is to make shirts and socks. One can hardly be unward a sexist in 1977 so perhaps Mr and Mrs Ahlberg are doing it on purpose.

Hannah is Fred's opposite, neither cheerful nor vulgar, indeed these two dreams of some exemplify the traditional divergence of male and female preoccupations. While mock-heroic Fred, the Victorian extremist, imagines his action and public role, Hannah, a narcissistic seven year old in a idyllic landscape, wrestles with personal relationships. A magic feature enables her to transform her family into animals, but, after dressing up in her mother's clothes, she realises that she is not a cat, a dog or a pig. Hannah makes Fred's crude and Fred makes Hannah seem humourless; they need not seem.

The *Post Office Cat* is more substantial and carries acknowledgement to archivists, plus a blazé note on infestation by vermin in late nineteenth century. To imagine a career of Clarence who seeks his fortune in London ad finds employment protecting mail bags, links affectionate pictures of the cat with the cat's behaviour. Nevertheless it does provide information: general information about careers with O and A levels, a section on qualifications and abbreviations, and a one-page look at training in banking.

As its title implies, *Worlds of Yesterday* is a far more ambitious historical project. In the minds of most of us, ancient civilisations slide Europe are represented by a large hole. Carol Barker sets out to fill this with two books (the first in a series) which recount the adventures of boys from Baghdad and Benin, with maps of the respective empires, an outline of historical events, and illustrations in the style of the period.

It is both more attractive and more exciting than it sounds. The figures are a little too sculptural, too jewel-encrusted for my taste, but it could be argued that too much makes a welcome change of information presented in schools. Both may be warmly recommended to all teachers and parents who wish their children to know more about the Third World than the claim that we discovered it.



The case for regarding David Hockney as Britain's most important living painter grows stronger as time goes on. David Hockney by David Hockney (Thames and Hudson, £10.00, 0 500 09108 0) offers a catalogue of his work and provides the kind of background information which scholarly essays would almost inevitably rationalise away. Not that it doesn't have its own scholarly component: while the bulk of the book consists of taped conversations which have been seamlessly edited by Nicole Stangos, the first section contains an illuminating essay on the development of Hockney's work by Henry Geldzahler, curator of twentieth century art at New York's Metropolitan Museum of Art (and, incidentally, the subject of one of Hockney's major portraits). The painter's own "text" is a fascinating amalgam of reminiscence, criticism and analysis. The work produced above is entitled "Great Painters and a Gleam with Broken Head from Thebes"; it was painted in 1965. Michael Church

Assessment, counselling and decisions for life

ALUN BUTLER looks at materials for careers guidance

Prospect 16-19. Careers education course. Sets of five copies for five issues, £10. Personality Card game £4.95 plus 40p postage. Published by Careers Consultants Ltd, 20 Foubert's Place, Regent Street, London, W1.

Careers guidance is a process involving a number of separate parts—information, self appraisal, orientation, placement, counselling and follow up. Careers education is a means of implementing these parts in the curriculum. So guidance is an umbrella term, not synonymous with advice giving. Indeed it is more concerned with encouraging students to ask the right questions than to provide the right answers.

Prospect is designed for use with students in the first and second years of secondary education. It is intended to be used as a supplement to the main course of Prospect III as being in the same vein as Prospect I and II, which fail to stimulate or challenge young people. It could be used in the classroom without involving the students or changing the teacher's role. Nevertheless it does provide information: general information about careers with O and A levels, a section on qualifications and abbreviations, and a one-page look at training in banking.

The list of 30 polytechnics and 52 universities underlines the range of choice, but for the sake of accuracy one would have preferred to see the Welsh university colleges allocated to the University of Wales. Food technology is given one page, as is the topic "Why read for a degree", and an article on professional opportunities.

As with Prospect I and II there is an unequal allocation of advertisements to editorial—only 12 pages of text out of 26 in this edition is superficial. Sixth-form students are capable of working at greater depth than this magazine implies. It would have been encouraging to see exercises in self assessment, relationship, decision making and community awareness as themes throughout the course, not confined to issues 4 and 5 in March and May of 1977.

That this publication should be styled "The Careers and General Studies Course for 16 to 19-year-old Students" is disturbing enough; that it should claim to be "self motivating" with an emphasis on challenging students to think independently is positively irresponsible. It is essentially adviser centred, traditional lesson material.

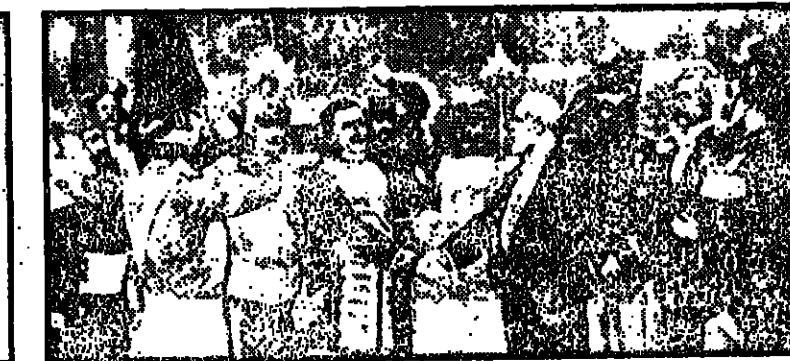
Personality, in contrast, is everything that Prospect is not. It is based on the idea that one learns more self-awareness from the reac-

tion of other people than from introspective exercises. It also capitalizes upon the peer group as a counselling aid. There is nothing superficial about this game; it is stimulating, challenging, penetrating and even fun.

The teachers' manual defines three objectives for Personality; it should enable a student to collect information about himself, about the other players, and about the world in which he lives. Not everyone would wish to use all the cards when the game is played. Certain cards may seem inappropriate for some students, but students may be less inhibited about discussing some of the topics than adults.

Apart from its value in promoting self understanding through group interaction in school or college, this game could be profitably played in the workplace to help develop an effective group. There is little doubt that it can provide real learning for the participants. Personal growth becomes a likely rather than a possible effect. The price seems high, but the material is good.

There are two approaches to careers guidance discernible at the present time—one adviser centred, and the other client centred—these publications state the extremes. Careers Consultants Ltd are clearly not to be identified with either approach at this stage.



Jaunts in the capital of naughtiness

by Tony Howarth

Paris 1900. Compiled by Ann Moo. Two filmstrips, two cassettes, teachers' notes, £10. Visual Publications, 197 Kennington High Street, London W8.

As every Englishman knows, Paris is a naughty city. You can see, so in Copenhagen, Stockholm and Amsterdam; and parts of Hamburg are said to be capable of coping with customers by the conchoidal. But for sheer naughtiness Paris has always had them, so to speak, licked. Englishmen may go to Brighton or Copenhagen or to Paris for a jaunt, but whereas a couple of nights in Brighton or Denmark are dirty, on a weekend a Paris is where the Englishman behaves his libidinous.

It was just the same in 1900. Loubet was President of that unlikely Third Republic, the hapless Dreyfus was still the focus of all the malvolence of French politics, anti-Semitism festered openly, and

the English wore thoroughly unpopular. The Great Exhibition was luring provincials to the metropolis. Nicholas II turned up to open the Fort Alexandre III, Marc Nouveau was in Cologne to startle to scribble. Rodin, Lautrec, Debussy, Bernhardt, Zola et al were doing their thing.

The two filmstrips and cassettes of Paris 1900 describe all that, and much else. The nobis still rode on the Bois, the police had a buffet of the Gare de Lyon had been opened, and the cult of "snobism" flourished as never before. But the abiding impression is still that of naughtiness—from the hard-drinking "blanchisseuses" to the "cocottes", Skittles, riding in the Bois without her knickers.

Astonishing things went on in artists' studios; there's a delightful snap of Lautrec and model posing for the camera—she, nude, holding an assagai, and he with his hat on. Postcards show Clara Ward (later the Princesse de Caraman-

chimay in rudo and revealing "fleshings") and La Goulue flashing her delicious bottom to the world.

Ann Moo's 22 page booklet of notes on the strips is usually informative, though sometimes her prose is hard to swallow. To call the Opéra "very Imperial" in style is permissible; to say that the Eiffel Tower was "rather conventional" is overburdened adjective. She also talks about "decadence" without ever defining the term—although one gathers that Oscar Wilde, homosexuality and going to Bognor were somehow connected with it.

As we say farewell to Paris (the last frame of the second strip really is a shot of the sunset behind Notre Dame) the level of profundity sinks pretty deep—"We must never forget that everybody's present, is going to be someone else's history." Nevertheless, if you have a sixth form with a sense of humour and a feeling for a fine pair of buttocks, you could do worse than buy them this little pack for the New Year.

How the dinosaur died, and other stories

by Michael Torbe

The Skeleton Book and Dolphins I are explanatory. The books are all American in origin. First Days has murky, badly drawn illustrations for an uninspiring text, boring even to prehistory enthusiasts. The science of the book is questionable to say the least. Fantasia theories of creation were not accurate, and this book reads like a screenplay for Walt Disney's film, with all the good bits gone, and a few curious changes in its flat, monotony, guaranteed to "There came a time when the world grew cold. Then the dinosaurs had a bad time. They lay down, stiff and helpless and went hungry. Millions starved. Finally, the last dinosaur died. And with it presumably the entire family of reptiles."

The other two books have the same feeling. The distinguishing feature of Skeletons I is its monotony, and of Dolphins I monotony and an affusive coyness. The standard of the tapes is consistent with that of the books. What is identical in its flat, monotony, guaranteed to generate instant tedium.

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Of the English historic cities, York must be one of the finest. Within the medieval city walls are narrow streets, half-timbered houses, elegant Georgian buildings, the superb ruins of St Mary's Abbey, and thirteenth-century Minster. All these are shown on Hearne and Jobson's excellent York wallchart, which also gives historical notes.

York was inhabited before the Romans came and made it a leading city in their Empire and capital of Lower Britain. In the eighth century it became a centre of religion and learning.

Henry VIII, apart from ruling the Abbey, held the King's Council of the North at York. For many years a centre for trade and government in Georgian times York became a social centre. The Victorians brought railways and industry to the city.

Hearne and Jobson produce several materials about York, including a cassette about the Mystery Plays, leaflets to guide walkers around town and museum and other wallcharts. This one costs 50p plus 20p for postage and packing. For further information write to Hearne and Jobson, PO. Box 52, York YO3 8PP.

Ethnic Eastern harmonies

by Colin Evans

Turkish music. Caprice CAP 1087. Music from Bengal. Caprice CAP 1088 (mono). Music of Rajasthan. Caprice CAP 1082. £3.89 each. Continental Record Distributors Ltd, Lyon Way, Rockware Avenue, Hemel Hempstead, Herts. SG8 1LN.

The varied and interesting music in Deben Bhattacharya's latest collection of Turkish music falls easily upon the European ear. Bhattacharya is well known in this country among folk music collectors for his recordings of ethnic music. These Swedish records continue in the tradition of well illustrated sleeves and careful documentation.

There are 11 musical examples, predominantly instrumental. They offer an interesting cross-section of the folk music played and sung in present day Turkey. All the recordings were made during the summer of 1977, and unlike so many other ethnic records, the technical quality is high. The extensive sleeve notes explain and illustrate the national musical instruments, including the kemence, the baglama, the davul and the nay.

The nay dominates the music of the Derivishes, and the record includes a lengthy but fascinating recording of part of a Derivish ceremony with slow hypnotic chanting, melancholy improvisations, and the characteristic rhythmic breathing of the participants. Some of the playing is of a high standard as some of the players are professionals. The record includes an exciting and energetic baglama solo. Made from Bengal is a somewhat more impressive production and includes a 15-page illustrated booklet. The text gives a brief social and musical history of the country and a description of the songs and the instruments. However, like the text of Turkish Music, it is entirely

in Swedish with no English translation; anyone with a basic knowledge of Bengali music will find little trouble in unearthing the basic points of the text.

The recordings seem to avoid the raucous howling of village women, although the ladies of Kamarband are included; they have not improved a great deal. Far more interesting for European students are the several recordings of the Baul singers. These wandering minstrels have large followings in Bengal, and their music is influenced by Western culture. It is often a curious mixture of Eastern tunes and philosophies with western harmonies and rhythms. The songs are attractive, and would make an interesting introduction to the folk music of Bengal.

Rajasthan is in the desert region of India, and its traditions are among the oldest in India. Music of Rajasthan gives examples of folk music, the recordings of which were made in 1952, but are still of considerable interest. The album concentrates on the music of the Bhils of Rajasthan, more than two million in number and considered to be one of the oldest aboriginal communities in India.

Slide one focuses on some of the village songs and dances, accompanied by percussion instruments. But while the music would be of interest to the specialist, it is hardly probably find the weary, repetitive groaning voices trying on the ear. Slide two is probably more interesting, as it gives examples of the painted ballads peculiar to the Bhils. Most of these are accompanied by bowed instruments, and the lyrics refer to an enormous scroll painting which illustrates heroic legends. As the singers tell us their legends, they illustrate it by singing. The text gives a brief social and musical history of the country and a description of the songs and the instruments. However, like the text of Turkish Music, it is entirely

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The visual revolution

An historical perspective by Stanley Reed

In remote 1926, when films were still silent and television an unconsidered blur, a prescient Board of Education in its official *Handbook of Suggestions* urged teachers to interest themselves in the growing influence of cinema on their pupils.

Since most teachers at that time saw the Picture Palace as a symbol of decadence and a threat to educational values from a hostile world, their failure to respond is not surprising: what is surprising is that a full fifty years later today's Inspector torata might usefully repeat the message, with all the emphasis the contemporary situation demands, to a profession which has signally failed to adapt to the visual revolution. At the same time, the reasons for this important failure is beyond my present scope, but certain identifiable mistakes made by those pioneer teachers who have sought to establish film and television education can usefully be pinpointed.

I was myself such a pioneer, working with colleagues in West Ham, with the backing of the local Inspectorate in the late 'twenties and 'thirties. There were doubtless other isolated activists, but it was not until after the war that a national organization, the Society of Film Teachers, emerged.

The post-war decade was one of optimism and new thinking about mass education: the secondary modern schools and reorganized junior schools were expected to evolve curricula more closely related than hitherto to the needs and interests of children, while the extra year, the leaving age having been raised to 15, afforded room for curricular extension. Thus it was not unrealistic to suppose, at a time when cinema was being watched on television just around the corner, that teachers and authorities might be persuaded that competence in the new visual "language" was a relevant part of every child's schooling.

The belief was encouraged by the early progress made. Members of SEFT grew rapidly and was taken up by a number of training college lecturers. A standing joint committee was set up with the Association of Teachers in Colleges and Departments of Education. In 1951, a training of teachers, accepted as a priority for the movement, was furthered by the establishment of a number of courses in Exeter, Durham, Eastbourne and elsewhere.

The London Institute of Education, whose teaching adviser, David Johnston, became a governor of the British Film Institute, itself closely linked with SEFT, was a prestigious ally. The Curzon Street Inspectorate had a series of internal seminars on film education. This NUT financed an annual film festival (film-making having become an established teaching method) organized jointly with SEFT. Within the society debate was mainly concerned with teaching

method, the systematization of training and the search for suitable film material, which for copyright and financial reasons was crippling difficult to come by. This essential pragmatism was the main strength of the movement. At the same time it rendered SEFT vulnerable to the charge that it lacked a considered educational philosophy, although the basic arguments for film education were clear enough.

More seriously, teachers laboured under the disadvantage, which damaged their credibility and undermined their confidence, that in film matters they were necessarily self-taught; universities offered no courses in film, the training colleges had no qualified lecturers. Thus the grassroots strength of SEFT in its first decade was also its limitation.

By the early sixties a new generation had come to interest themselves in film education, most of them with a stronger academic background than the older teachers in the society (by now the Society for Education in Film and Television), and some with the benefit of American or continental experience. Their acquaintance with elementary education was in some cases limited, but they brought to the movement a concern for fundamentals, arguing for a rigorous self-examination by film teachers of their aims and assumptions.

Some of us welcomed the eruption, accepting the need for intellectual stiffening and hoping that this calibre and academic standing of the newcomers would strengthen the movement through internal challenge and thereafter in the prime task of securing acceptance by the authorities.

The new debate, which came to centre on the problems of film criticism, was initially conducted in terms within the interests and comprehension of the average classroom teacher. Literary parallels, notably the Leavisite arguments, were aptly and helpfully invoked. One of our more distinctive English counterparts of *Cahiers du Cinéma*, spoke plainly. Teachers whose film reading had been limited to the few accessible writings in English of the forties and fifties, such as *John G. C. Griffiths*, perhaps some Eisenstein, Manuelli gained new insights.

But less easily assimilable ideas were filtering in from the structuralist debate and semiological ad- vances, and these not only offered a much more aggressive challenge to English empiricism but were too often propounded in the meta- languages of continental colloquy and a largely Marxist terminology, as on film education. This NUT financed an annual film festival (film-making having become an established teaching method) organized jointly with SEFT. Within the society debate was mainly concerned with teaching

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Pilot package

A new course in visual literacy from Dumbartonshire, By Margaret Henderson

A packaged course, on visual literacy, "Understanding Picture and Sound", has been produced for secondary schools by the Curriculum Development Centre for the Dumbarton division of the Strathclyde region, the only centre of its kind in Scotland.

The package, which is particularly suitable for non-academic classes, is designed to give pupils experience of the processes and techniques involved in film-making and to help them to understand the influence of the visual media, to analyse and form judgments about what they see. There is a particular emphasis on the cinema and television.

The package has been devised with assistance from the educational advisory service of the British Film Institute, by Robin Lloyd-Jones, curriculum development adviser at the Dumbarton centre and Dawson Murray, until recently on the staff of the centre and now principal teacher of art at Beclair Academy, Bearsden, Dumbartonshire.

"There are other packages available for schools on specific aspects of film-making and film appreciation," said Robin Lloyd-Jones. "But

The package was piloted in four secondary schools in the Dumbarton division, using, in each school, eight Polaroid cameras, a 35mm video-cassette recorder, a 16mm projector and three 8mm cine-cameras. The teacher directing the course does not, Mr Lloyd-Jones says, require any great knowledge of photography.

In the pilot project it was tested with teachers of art and English, but it is hoped that it will eventually be used by teachers of speech and drama, and modern studies. Other subject-teachers are not excluded.

The subject, Mr Lloyd-Jones believes, is not so important to a teacher's success with the package as his enthusiasm for using audio-visual material in the classroom.

The course is divided into units, starting with an introductory film about the equipment to be used and a discussion of the types of programme that can be produced by audio-visual methods—animation, commercials, documentaries and narrative. Simulation shooting of movie film through viewfinders follows, to convey to pupils the meaning of terms like camera angle, close-ups, mid-shots and long-shots. "Storyboarding", using still photographs of studio films or the pupils' own illustrations are created to teach the processes of sequence and editing. For their own photo-

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The language of images

We want to develop an understanding of the kind of cultural artifact that film is writes Terry Norris



Still from "Zabriski Point" used in the Image Education course.

The image education course at Little Ilford School, Newham, is just part of the work undertaken by the film studies department. One work is established throughout the school which has about 1,400 pupils.

First and second-year pupils follow a course in image education (one period a week); third-year pupils, a course in television studies (one period a week); fourth and fifth-year pupils, a CSE course in film studies (one double period a week); and the sixth form an O/A level course in film studies. In addition we operate three separate courses in photography up to A level.

Personally I believe it is absolutely vital that the development of a critical attitude to the media becomes one of the principal objectives of the school curriculum. I am unfortunate that in the past many teachers appear to have assumed that their function was to inculcate in their pupils an incapable hostility where the media was concerned.

My concern is with the importance of looking at the context in which these images spring and at the background of the people producing them. We want, through the work of the department, to develop an understanding of the kind of cultural artifact that film is, in terms of technology, production, consumption, ideology, and to introduce a descriptive and critical discourse whereby film may be discussed and analysed.

and hidden—they help to shape our concepts of what is real and what is normal. They give us information about the sort of sex roles we are expected to play in society, contribute to our image of ourselves, our expectations and our fantasies.

Cinema, television and all visual media echo similar ideologies. Continually repeated visual images, in experience, become part of our stored images. Images help us to believe that people are innately aggressive, intelligent, loving or lovely, according to their sex, race, or class, or to the idea being sold to us. All this we tend to call "human nature".

In fact what we see most of the time could more readily be labelled stereotyping. It is induced through a series of visual signals and short cuts, established over a period of time and decodable within any given culture. Often before we can read or write we can learn to decipher whether people shown to us in images are happy or sad, rich or poor, powerful or weak, because we have learnt to understand this non-verbal language.

My concern is with the importance of looking at the context in which these images spring and at the background of the people producing them. We want, through the work of the department, to develop an understanding of the kind of cultural artifact that film is, in terms of technology, production, consumption, ideology, and to introduce a descriptive and critical discourse whereby film may be discussed and analysed.

The impetus for introducing a first and second-year course in image education came from a disappointment in the standard of basic literacy shown by students in the fourth and fifth years who were following a CSE course in film study. Quite often we were asking students to take part in a debate when they did not have a grounding in basic film language.

Part of the problem with studying film lies in the fact that, unlike virtually all other subjects offered by the school curriculum, it is in an embryonic stage of development. Thus, while many other courses would cover a period of five years, we were asking students to squeeze an equivalent amount of work, of a frequently higher standard, into a shorter space of time.

We thus saw our overall aim to be the provision of a foundation course in image/film study and we based our course on three important studies carried out over the last few years. The first is a paper by Jean-Pierre Goly entitled *An Introduction to the Language of Image and Sound*. Goly's principle objectives are to teach the student to express himself through images and to allow the student to understand the language of image and sound.

The methods through which Goly sees these objectives being fulfilled are a combination of practical exercises (drawing, photography, film recording) and exercises in the reading and use of images (analysis and explanation of images, photographs and films, television broadcasts, advertising).

The paper by Gauthier is an analysis of a set of images some of which are unsuitable for contemporary school students. The value of Gauthier's work, however, lies in the fact that his method can be applied to images other than the one he has chosen. For example, the questions he raises about the culturally determined reading of an image can be asked of other images.

(The image Gauthier uses is a close-up of a small boy of about 10 years old. The boy has tears in his eyes and it is not clear from the information in the image exactly where the boy comes from. The answer to the question, "What is the boy's country of origin?" tends to vary according to the ethnic/cultural background of the person questioned.)

The final paper, *The Rhetoric of the Image* by Roland Barthes, discusses in detail an Italian advertising image in terms of the objects contained in it and what those particular objects stand for. Again the value is that the method can be applied to other images.

The three papers mentioned above constitute the core of the

course. Each member of the department adapts the course to suit both himself and the students he is teaching. We will be better placed to judge the value of the course when those who are presently taking it are in the fourth and fifth years and come to use their film vocabulary in the CSE course.

The overall aims of the course are (taken from Goly): to teach the child to express himself through images; to give his thought visual expression; to order the image content of his thinking; to create relations between images; to allow the child to understand the language of images in the work of others; to train the child's critical judgment in response to the image; to enlarge and focus the child's vocabulary in line with his visual experience.

Full details of the first two terms of this course are available in the 51-page booklet *A Study of Film* edited by Ernest Millington and Terry Norris at £1 from Newham Teachers' Centre, New City Road, London E13.

The first term's work is planned around analytical and practical exercises focused primarily on the still single image. It consists of 16 lessons' work. The second term's work concentrates on multiple and sequential images. The aim is the development of the notion of narrative structure, of an awareness of causes and their consequences and an ability to organize them and of grasping relations between two or more successive images.

continued from previous page

graphy the pupils will use Polaroid cameras and 35-millimetre cameras, and at the end of the course groups will be given the choice of making their own film, using slide-tape or cine.

"This could be expensive if not carefully controlled", admits Mr Lloyd-Jones. Black and white prints might be processed within the school but not colour or cine. Two minutes of cine-film costs more than £2. But for the reasons of film extracts for educational purposes, Mr Lloyd-Jones describes the copyright regulations as "one of the greatest setbacks to film education in Britain".

Reproduction rights were granted to the makers of "Understanding Picture and Sound" only on the understanding that the package would not be used outside the Dumbarton division of Strathclyde. It will not be possible for the package to be made available to schools elsewhere, even in the rest of the Strathclyde region, until rights are renegotiated with the film industry.

We wish to beware of naturalizing the conventions of plot and narrative and so, later in the term in particular, exercises are devised around associative and non-linear image sequences, and multiple images.

Terry Norris is head of the film studies department at Little Ilford School, Newham.



Two classic films are used to illustrate the themes of the course—*Great Expectations* and *Psycho*. A book of stills of *Psycho* has been published and both films, Mr Lloyd-Jones considers, are ideal for analysis.

But the film industry still maintain a rigid attitude towards copyright and no exceptions are made for the release of film extracts for educational purposes. Mr Lloyd-Jones describes the copyright regulations as "one of the greatest setbacks to film education in Britain".

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Essential differences

Video—what it is and how it works, explained by Adrian Hope

A new word has crept into the English language. Dictionaries tend to define it simply as "of" or "by" television. This will be of no help whatsoever to the many people who must by now be thoroughly confused over what journalists and advertisers mean by video, how it differs from film, and what its uses are.

It seems reasonable to assume that everyone by now knows that film is a photographic medium which, by the projection on to a screen of a rapid succession of slightly differing images, produces motion pictures or movies.

A television set reproduces similar images by the electronic creation of a rapid succession of pictures on the face of a cathode ray tube. This set derives these pictures from electronic signals which are fed into a socket at the rear, either from an aerial receiving transmitted programmes "off-air", or from a local television camera (to give closed circuit television, or CCTV), or from a special type of tape recorder (a videotape recorder or VTR).

In broader, common parlance, the term video is used to cover all these three methods of screening pictures on a television set. But it is most frequently used to cover CCTV picture display or any technique for recording television signals with a videotape recorder and replaying them through a television set. The signals recorded may have come originally from an aerial receiving off-air broadcasts (this is taping signals off-air), or from a CCTV camera (this is video filming), or they may have been recorded professionally elsewhere, as in the case of pre-recorded instructional programmes distributed on videotape.

The process of receiving a broadcast signal off-air with an aerial, and displaying it simultaneously on a television set needs no explanation, because it is the simple situation found in every home with a television set. Likewise, closed circuit TV should need no detailed explanation, because the simple connexion of a camera to a television set for security, or similar purposes, has become a well known feature of modern life.

Many shops now use CCTV as a safeguard against shoplifting. It is, however, worth noting that the

referred to simply as a videotape recorder or a VTR, superficially quite closely resembles an ordinary domestic audio reel-to-reel recorder. In both the tape runs on one open spool or reel through the machine recording and playback heads, and is taken up by another spool or reel. After use, the tape is rewound back from the take-up to the take-off spool for use or return to storage.

On domestic and some professional machines the tape used is generally half-inch wide, although some machines (notably those from the Japanese firm Akai) use quarter inch tape, which looks exactly the same as ordinary domestic audio tape. It is a little wider, however, and that all types and widths of videotape have special surface coatings and only videotape should be used on video machines. The main advantage of an open reel VTR over a cassette machine is that the tape which is used is relatively cheap (albeit most expensive than comparable lengths of audio tape). A disadvantage is that threading the tape through the machine is slightly more of a fiddly job than threading tape through an audio tape recorder.

It was mainly with the latter in mind that the current range of videocassette and cartridge machines was devised, using the Philips videocassette and the Kodak Super-8 film cartridge as devices to make audio tape recording and home movie making convenient. There are other quite different video and videocassette systems on the market, and more are in the pipeline, some likely to be launched in the UK over the next year.

All are incompatible, in the recordings made on one type of device will not play on another. In general, open reel VTR machines are best suited to video filming, for instance recording lessons, lectures or demonstrations in a classroom, or filming sports, and similar events outdoors. Some battery-powered portable machines are best suited to recording programmes off-air, for instance schools broadcasts, or to replaying professionally pre-recorded material. These uses are not, however, mutually exclusive.

One essential difference between video and film should be remembered at all times. Film may readily be cut and joined for editing. The images at a certain point on the tape may only be viewed and edited using an expensive and electronically sophisticated playback system.

Eager animators

Ann Jones visits young cartoon makers

The Spirit zoomed in over the German fighter, missed and came in again, leaving the enemy to explode and fall to the ground in a trail of smoke and flames. No, but yet another war film on the television, but an animated film made by three 13-year-old boys at Halesworth Middle School, Suffolk, during craft lessons.

So far six films have been made by children of 13 or 14, generally complete efforts from three or four together under the guidance of Mr Laurie Shepherd, art and craft teacher. As he says: "That way you get the humour of one, and someone else's practicality or skill at drawing."

Subjects reflect the filmmakers' interests. The Bismarck sinks yet again under the direction of a boy who is interested in naval history, while an inter-galactic car race is taking shape in another class.

A space ship sets off for a new world, and in a cautious, slow world, and an exhaust-and-fish-breathing car is taken away to be cleaned and returned sparkling with particular favour. Ice Scube, chronicles the adventures of an ice cube which escapes from the fridge, and gets carried along through various vicissitudes until it ends up in a pint of beer and slowly melts. Mr Shepherd has no training in film, or in the techniques of production. "If the camera goes wrong, I'm as lost as everyone else," and started film making for the most pragmatic of reasons. "There was a camera scribe yet around which was used by the English department to make the most usual kind of film—drama and

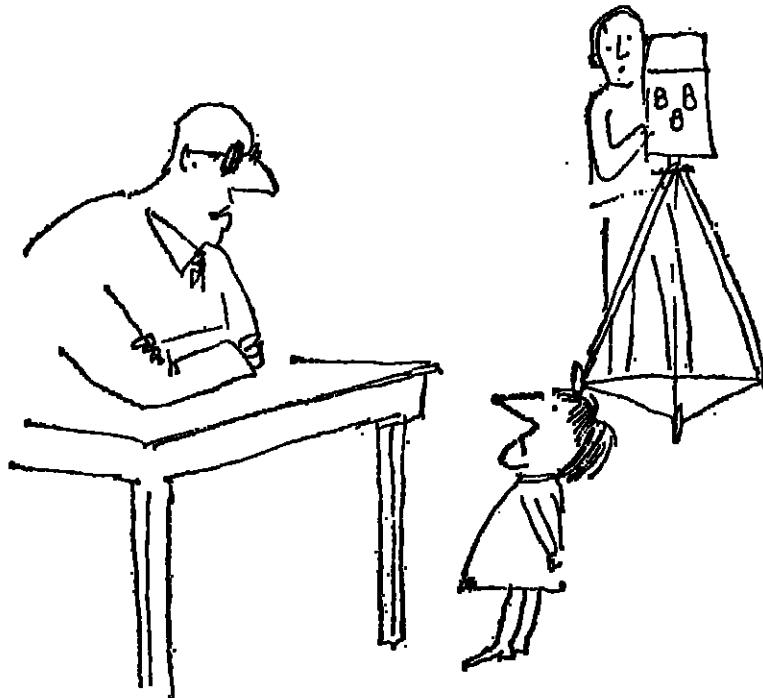
pupils as they learnt together. But, as the camera was available and had a stop frame (flashed, animated) film seemed ideal. "And I felt that with the printing and drawing that would involve, I would be able to maintain some hold over what was going on."

Film making has been a real attraction that only those who are really interested and are prepared to work can do it — and it must not be

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Cameras in the classroom

Christopher Griff - Beale on the ILEA Mobile TV Section



"I don't care which is your best side, Audrey, you're not changing desks."

A videotape of a London school for autistic children: the cameras concentrate on Denis, one of the six children in the room. The headmistress introduces the tape and appends a few essential comments, but otherwise we follow Denis's progress for 14 minutes—as it was recorded.

The teacher leads Denis away from the table and sits him down facing her, rocking him back and forth, communicating through a sense of rhythm, singing and crooning his name to him, pointing out his feet and toes. Here, as throughout, the two cameras are so placed that we can see both teacher and child. She gradually coaxes him from his reticence, when he is moved from one activity to another, into acceptance.

The next sequence concentrates on classmates. The whole tape, compiled with the bare minimum of explanation and editing, illustrates one part of the ILEA Mobile TV Section's output, and exemplifies the value that their observational material can have, capturing for other professionals examples of human interaction that could not be observed by more than one or two individuals at a time (and those individuals could not repeat the experience).

One could go to professional broadcasters for the technical quality, but they would rarely have the time to transmit such sequences at length—and there are many occasions when the continuity of essential film would be technically feasible, but the stock costs would be prohibitively expensive.

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VIDEO CASSETTES

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videotapes are distributed over the network, usually over the Higher Education Channel (7), for re-recording by institutions. The tapes are less raw than the direct commissions, but they are more continuous than the inserts and depend upon the other materials in the package to explain the essential context.

The Mobile Section is itself increasingly compiling simple programmes from its raw material—like that about autistic children—with the minimum of essential information to make them self-explanatory, but otherwise as little editing as possible.

One of the section's latest ventures is three units on child observation. Each unit follows one child from the same JMI school through one particular day, with three half-hour videotapes observing certain sequences in the child's day and supporting printed material that explains the background to child, teacher and school, logs the child's entire day, and incorporates extracts from the child's reading-books and writing work.

The mobile section has evolved its own professional standards of working, which imply disrupting the natural pattern of activity as little as possible. Little pre-planning is possible; during one of these child observations an unmanned camera was left in an adjacent craft room, just in case the child strayed in there—he didn't. They always allow an initial period for "acclimatization", though children quickly forget the cameras—more quickly sometimes than do the teachers.

The section has two units on the road for three or four days a week. (At least one day is spent in meetings and maintenance.)

Alan Gifford, the section's director, and Bill Thomas, each direct recordings with one of the units. A third director, Arthur Phillips, now concentrates on post-production of their packages. They are all educationalists who can understand the educational needs of teachers and their commissioners, and arbitrate between them and the needs of the engineers.

By the standards of some closed-circuit production, the insistence of the engineers—under Roger Newton—upon the highest technical quality may seem excessively perfectionist, but it is pleasant to see such clear pictures intelligently framed, without fuzzy or wobbly interference, and it is frequently essential to hear individual children's voices distinctly (a major technical problem).

When the material about autistic

children and other recordings were shown at an international conference on special education in mid-1975, there were enthusiastic requests for copies, but an administrative machinery to meet them.

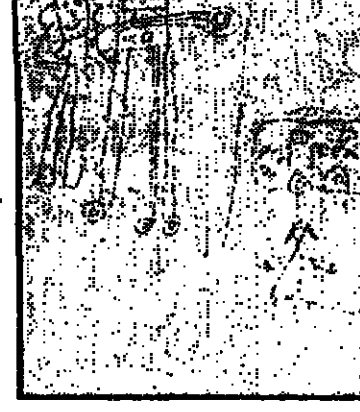
A newly appointed marketing officer for all ILEA publications is now making arrangements for distribution of the section's recordings outside ILEA. Some material is available through Guild Sound & Vision Ltd, and the Open University has expressed interest in the section's expertise and material.

The future depends to some extent upon technical considerations, not least the possible conversion to colour. Not surprisingly, the ILEA are deferring a decision about converting the whole service, which involves replacing school sets (which need replacement soon anyway) and studio equipment.

The quality of the mobile section's output may not suffer directly from the lack of colour, but the section's equipment will soon need replacement, and the differential cost of colour is not substantial.

Gifford's real concern is that retention of monochrome will drive away engineering staff who have amassed considerable experience and enthusiasm in fulfilling the section's particular needs—but whose professional growth would be stunted if they continued to lack experience in an increasingly colourful profession.

For information on mobile section materials: Guild Sound and Vision Ltd, Woodston House, Oundle Road, Leicestershire PE2 3EJ, 053 63122, or Michael Raggett, ILEA Publications Marketing Officer, Room 61A County Hall, London SE1 7PB, 01-633 6377.



A child's eye view of the camera

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camera talks
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Don't fry the specimen

R. C. Vernon on the making of scientific films

During the development of the "moving picture" in the early years of this century far-sighted people began to see the great potential of this medium, which at the same time invited the usual extravagant claims. The live theatre will cease to exist," it was said, and appetite to our subject, the remark is attributed to Edison that films would ultimately replace the teacher. Let it be said at once, that with films as with any other teaching aid, however sophisticated the equipment, in terms of teaching the principal point is always and always will be the teacher.

But even in the early days side by side with the great commercial units which produced the epics, smaller concerns were making documentary films of a high standard, and some first class films were made bringing parts of the world, hitherto unknown, to the mass of people who attended cinemas regularly before and in the early days of television.

Such films, particularly those showing exploration or natural history subjects were shown from time to time in schools. Few people who saw them gave much thought to the cameras which were used, any more than the great television viewing public does today, and any photographer of today looking at the equipment then used develops a great respect for the pioneers.

Not for them the variable-speed silent electric motors turning the

cameras, the bloomed lenses with high light-gathering power and wonderful definition. No fast emulsion coatings on the film itself nor dyes which render true-to-life colour. These improvements stand as a testimony to the skill of the instrument designers, the engineers and the chemists of recent years.

And as the equipment itself has improved, so the use of films in certain fields of education has become an important teaching aid. Good modern colour-sound films, either in 35mm or 16mm can do something for the pupil that the teacher cannot do, as can be seen in some of the excellent films for television used by the Open University.

They can take the pupil into the depths of a tropical forest or under sea to a coral reef on an ecology gallery. The beauty of the Eiffel tower or the Louvre or the architecture of Florence contrasted with New York can be shown on film in an art's course.

And it is, however, only a part of the course, and its purpose in the syllabus must be made clear. My own experience with adults, and my teacher friends tell me that it is more so with children, is that good films, either basic course material or those which are appreciated and can stimulate interest in the subject. Bad films (which should not be shown anyway) or those which are only marginally applicable, tend to detract from confidence in the whole project. Care has to be exercised in selecting films. Perceptibly many are not as good as in

different techniques, but the lure of the space trip or the crashing plane is not easily resisted.

Actual filming is a comparatively simple business, taking a couple of hours. Although Mr Shepherd is there to provide advice, film makers are quite able to operate the camera themselves. With film for the average production costing around £3.00, it is hardly an expensive operation.

Mr Shepherd may describe film making as just one more of the techniques being taught among a wide variety of crafts. But its great popularity tends to belie that a little.

One reason for its drawing power is undoubtedly that a great deal of children's television consists of animated drawings. "And they really develop a critical eye. They come in the next day and discuss how some particular problem was solved, or how they saved money by clicking the camera to show an explosion instead of having to draw it all."

Also appealing is the professional appearance of the results. What counts in the final effect is the imagination and skill at problem solving, far more than a series of beautiful drawings.

"And children have always been fascinated by cartoon films—I still am," says Mr Shepherd.



Part of one of 260 drawings needed for a film lasting half a minute.

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PRIMARY Deputy Headships continued from page 22

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London Borough of Bromley
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WIMBORNE C.P. SCHOOL
Wimborne, Dorset, BH21 3JH
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VIAVA JUNIOR SCHOOL
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PRIMARY
Scale 2 Posts
continued

BROMLEY
(London Borough of)
Head of Primary School,
100, High Street, Bromley,
Kent SE16 5LH.
Applications for April 1977. Report
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MADDEN INFANTS AND
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MIDDLE
continued

Deputy Headships
Senior Masters/
Missresses

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
100, High Street, Bromley,
Kent SE16 5LH.

Mathematics
Scale 1 Posts

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
100, High Street, Bromley,
Kent SE16 5LH.

Pastoral
Other Posts on
Scale 2 and above

SUFFOLK
COUNTY COUNCIL
100, High Street, Bromley,
Kent SE16 5LH.

Other Posts on
Scale 2 and above

SUFFOLK
COUNTY COUNCIL
100, High Street, Bromley,
Kent SE16 5LH.

King Edward VI
(Voluntary Controlled)
Grammar School
Broomfield Road, Chelmsford
(roll 650), Group 10
HEAD
Required: Head for this well established 3 form entry
boys' grammar school for pupils aged 11-18, with
effect from the beginning of the Autumn Term, 1977.
Possibility of a house available for successful applicant.
Closing date: 28 January, 1977.
Application forms and further details of this post may
be obtained from the County Education Officer, P.O.
Box 47, Market Road, Chelmsford.

CALDERDALE
(West Yorkshire Council)
Head of Primary School,
100, High Street, Bromley,
Kent SE16 5LH.
Applications for April 1977. Report
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MIDDLE
continued

By Subject
Classification

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
100, High Street, Bromley,
Kent SE16 5LH.

Mathematics
Scale 1 Posts

NORTHAMPTONSHIRE
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Pastoral
Other Posts on
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SUFFOLK
COUNTY COUNCIL
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Other Posts on
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SUFFOLK
COUNTY COUNCIL
100, High Street, Bromley,
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Derbyshire
headship
Re-advertisement
Breaston Western Mere School
672 pupils at present
rising to 950. GROUP 9
Applications are invited from suitably qualified teachers
for the headship of this comprehensive school for
pupils between the ages of 11-18 years. Breaston is
7 miles from Derby and 9 miles from Nottingham.
Closing date 24 January
Previous applications will be considered.
Application forms and particulars (SAE foolscap
please) from the Director of Education, County
Offices, Matlock, Derbyshire, DE4 3AG.

HIGHTOWN FIRST SCHOOL
Tunstall Road, Southampton SO9 2UU
Required for April, 1977:
DEPUTY HEAD - GROUP 4
Stamped addressed envelope to Head for details.

ST. MICHAEL'S C.E. INFANT SCHOOL
Park Road, Alderhot
No. on Roll 151
DEPUTY HEAD - GROUP 4
Details from Head (stamped addressed envelope
please)

HEATHERSIDE COUNTY INFANT SCHOOL
Reading Road South, Fleet,
No. on Roll 203
Required for the Summer Term, 1977:
DEPUTY HEAD - GROUP 5
(Language/Library)
Closing date: 21st January, 1977
Details obtainable from Head.

SPARSHOLT C.E. (CONTROLLED) PRIMARY SCHOOL
Sparsholt, near Winchester, Hants.
DEPUTY HEAD - GROUP 2
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Closing date 21st January, 1977.

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MIDDLE
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English

NORTHAMPTONSHIRE
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Music
Scale 1 Posts

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County of Cleveland

PRIMARY SCHOOLS
DEPUTY HEAD/TEACHER (Group 4)
ST. PETER & PAUL'S R.C. PRIMARY SCHOOL,
Ragby Lane, Stockton, Cleveland
Required for Easter, 1977, or as soon as possible, a
suitably qualified and experienced teacher.
Forms of application obtainable from and returnable
to Rev. P. McBrien, The Presbytery, Redcliffe Road,
Roseworth, Stockton, Cleveland, not later than 21st
January, 1977.

SCALE 2 POST
BEECHWOOD JUNIOR SCHOOL, Beechwood Avenue,
Middlebrough, Cleveland TS4 3AP
Required from Easter, 1977. The teacher appointed
will be expected to make a major contribution to the
development of a specific area of the curriculum
which should be stated in the application. An interest
in remedial work would be an advantage.

SCALE 2 POST
SEATON CAREW C.E. PRIMARY SCHOOL, Church
Street, Seaton Carew, Hartlepool, Cleveland
Required for Easter, 1977, a suitably qualified teacher
for language development throughout the primary
range and, initially, to teach upper infants. Practising
communicant preferred.

SCALE 2 POST (NURSERY)
TILERY INFANT SCHOOL, St. Ann's Terrace, Stockton,
Cleveland TS18 9HU
Required for Easter, 1977, a teacher to be in charge
of a well established 30 place purpose-built nursery
unit adjacent to the main school. The teacher will
work as a team with 2 qualified nursery assistants.
The school is categorised as being an area of Social
Priority.
Financial assistance with household removal expenses
is available in approved cases.
Application may be made by letter or on application
forms obtainable from the Head Teachers at the
addresses shown above. Applications by letter should
include detailed information regarding education,
training, qualifications and experience, together with
the names and addresses of three referees.
Letters of application and completed application forms
should be submitted direct to the Head Teacher within
14 days of the appearance of this advertisement,
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English

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Kent SE16 5LH.

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Scale 1 Posts

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MADDEN INFANTS AND
(London Borough of)
Head of Primary School,
100, High Street, Bromley,
Kent SE16 5LH.
Applications for April 1977. Report
sent to the Education Officer,
100, High Street, Bromley,
Kent SE16 5LH.

REDBRIDGE
(London Borough of)
Head of Primary School,
100, High Street, Bromley,
Kent SE16 5LH.
Applications for April 1977. Report
sent to the Education Officer,
100, High Street, Bromley,
Kent SE16 5LH.

EALING
(London Borough of)
Head of Primary School,
100, High Street, Bromley,
Kent SE16 5LH.
Applications for April 1977. Report
sent to the Education Officer,
100, High Street, Bromley,
Kent SE16 5LH.

MADDEN INFANTS AND
(London Borough of)
Head of Primary School,
100, High Street, Bromley,
Kent SE16 5LH.
Applications for April 1977. Report
sent to the Education Officer,
100, High Street, Bromley,
Kent SE16 5LH.

MIDDLE
continued

English

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
100, High Street, Bromley,
Kent SE16 5LH.

Music
Scale 1 Posts

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
100, High Street, Bromley,
Kent SE16 5LH.

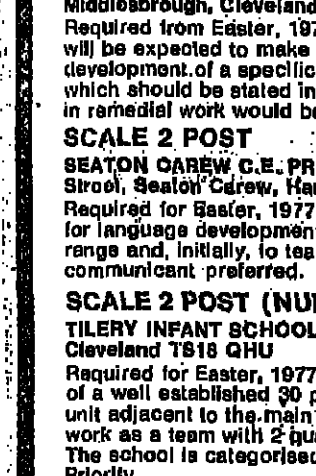
Other Posts on
Scale 2 and above

SUFFOLK
COUNTY COUNCIL
100, High Street, Bromley,
Kent SE16 5LH.

Other Posts on
Scale 2 and above

SUFFOLK
COUNTY COUNCIL
100, High Street, Bromley,
Kent SE16 5LH.

Derbyshire
headship
Re-advertisement
Breaston Western Mere School
672 pupils at present
rising to 950. GROUP 9
Applications are invited from suitably qualified teachers
for the headship of this comprehensive school for
pupils between the ages of 11-18 years. Breaston is
7 miles from Derby and 9 miles from Nottingham.
Closing date 24 January
Previous applications will be considered.
Application forms and particulars (SAE foolscap
please) from the Director of Education, County
Offices, Matlock, Derbyshire, DE4 3AG.



SHOLING FIRST SCHOOL
Middle Road, Sholing, Southampton SO2 0PH
Required for April, 1977
SCALE 2 - MUSIC
Apply by letter to Head by 17th January, 1977.

SURREY HOUSE FIRST SCHOOL
Wood Close, Sullivan Road,
Sholing, Southampton SO2 8SQ
Required for April, 1977
SCALE 2 - MATHS
Apply by letter to Head by 17th January, 1977.

MANSEL FIRST SCHOOL
Portok Road, Millbrook, Southampton SO1 9HZ
Required for April, 1977
SCALE 2 - MUSIC
Apply by letter to Head by 17th January, 1977.

HAMBLE COUNTY JUNIOR SCHOOL
Hamble Lane, Hamble, Southampton SO3 5ND
198 on roll
SCALE 2 - MUSIC/GENERAL SUBJECTS
S.A.E. to Head for details.

WESTERN C.E. (CONTROLLED) PRIMARY SCHOOL
Browning Drive, Winchester
300 on roll
SCALE 2 - JUNIOR TEACHER
to be responsible for
MUSIC
S.A.E. to Head for details.

SOUTH WONSTON COUNTY PRIMARY SCHOOL
Downs Road, South Wonston, Winchester SO21 3EH
270 on roll
SCALE 2 - LANGUAGE CONSULTANT
(5 - 8)
S.A.E. to Head for details.

REDBRIDGE
(London Borough of)
Head of Primary School,
100, High Street, Bromley,
Kent SE16 5LH.
Applications for April 1977. Report
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100, High Street, Bromley,
Kent SE16 5LH.

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100, High Street, Bromley,
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MADDEN INFANTS AND
(London Borough of)
Head of Primary School,
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Applications for April 1977. Report
sent to the Education Officer,
100, High Street, Bromley,
Kent SE16 5LH.

MIDDLE
continued

English

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
100, High Street, Bromley,
Kent SE16 5LH.

Music
Scale 1 Posts

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
100, High Street, Bromley,
Kent SE16 5LH.

Other Posts on
Scale 2 and above

SUFFOLK
COUNTY COUNCIL
100, High Street, Bromley,
Kent SE16 5LH.

Other Posts on
Scale 2 and above

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COUNTY COUNCIL
100, High Street, Bromley,
Kent SE16 5LH.

Derbyshire
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Derbyshire
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Closing date 24 January
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Application forms and particulars (SAE foolscap
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Offices, Matlock, Derbyshire, DE4 3AG.

SECONDARY
English
continued
NOTTINGHAMSHIRE
Head of English Department, Scale 4

Head of the Modern Languages Department, Scale 4
A teacher capable of staffing, equipping and developing the department and playing a major role in the planning of the new school and its academic structure. A qualification in French and German is desirable.

Head of the Science Department, Scale 4
To found, staff and equip this major department. A teacher with high academic ability with successful teaching experience.

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated:—
Closing date: fourteen days after the appearance of the advertisement.
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AE.

SPECIAL SCHOOLS

HEADSHIP
W.927 AINSLEY GRANGE SCHOOL.
Applications are invited for the Headship of this school for severely mentally handicapped children. The post is full-time and the salary is £7,000 per annum. The school is in Group 250, for boys aged 6 to 12 years. The school is in Group 250, for boys aged 6 to 12 years. The school is in Group 250, for boys aged 6 to 12 years.

MIDDLE SCHOOLS

SCALE 1 POST
N.E.923 BOUNDARY LODGE E.S.N.G.D. SCHOOL (No. on roll: Approximately 100, 11-16 years)
Headteacher: Mr. T. M. Pearson

PRIMARY SCHOOLS

HEADSHIP
N.E.924 GLENDOW PRIMARY SCHOOL (No. on roll: Approximately 40, 5-7 years)
Headteacher: Mr. S. D. Curdson, M.B.E.

SCALE 3 POST

W.938 FURZYS SOUTHWOOD JUNIOR SCHOOL (No. on roll: 250, 5-11 years)
Headteacher: Mr. A. G. Conway

SCALE 1 POSTS

N.W.916 HENSHOP BROADGATE JUNIOR SCHOOL (No. on roll: 200, 5-11 years)
Headteacher: Mr. G. Bransford

ESSEX
THE HAVESLEY SCHOOL
Application forms and particulars for the post of Headteacher are available from the Headteacher, The Havesley School, The Havesley, Essex. Tel: 0206 521111

Scale 1 Posts

DURLEY
THE DURLEY SCHOOL
Application forms and particulars for the post of Headteacher are available from the Headteacher, The Durley School, Durley, Gloucestershire. Tel: 01452 81111

Headship

Headship
Application forms and particulars for the post of Headteacher are available from the Headteacher, The Durley School, Durley, Gloucestershire. Tel: 01452 81111

Geography

Other Posts on Scale 2 and above
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Scale 1 Posts
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Headship

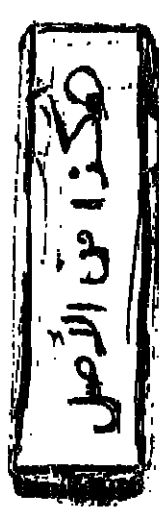
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Derbyshire County Council
Education Committee
Chellaston Secondary School
Head of the English Department, Scale 4
Head of the Modern Languages Department, Scale 4
Head of the Science Department, Scale 4

County of Cleveland
Secondary Schools
All Secondary Schools are mixed Comprehensive Schools.
11-16 SCHOOLS
SCALE 1—GIRLS' PHYSICAL EDUCATION
SCALE 1—HOME ECONOMICS
SCALE 1—REMEDIAL
SCALE 1—SCIENCE
SCALE 1—MISTRESS (Group 10)
SIXTH FORM COLLEGE
SECOND MASTER/MISTRESS (Group 10)
PRIOR PURSGLOVE COLLEGE (Roll 430)
Gulbourn, Cleveland
Required for Easter, 1977, a SECOND MASTER/MISTRESS.
The College, which draws students from five contributory 11-16 Comprehensive Schools, is situated in an attractive market town on the fringe of the North York Moors.
Financial assistance with household removal expenses is available in approved cases.
Further details and application forms are obtainable from the Head Teacher/Principal at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teacher/Principal within 14 days of the appearance of this advertisement.

SPECIAL EDUCATION
Deputy Headships continued

HAMPSHIRE
DEPUTY HEAD (M) for the post of Deputy Head of a well-established school in the Hamble area. The school has a reputation for its high standards of education. Applications should be sent to the Headmaster, The Hamble School, Hamble, Southampton SO4 1AA. Closing date 21st January 1977.

HOUSLON
London Borough of Hounslow
EDUCATION COMMITTEE
Education Department, The Civic Centre, Hounslow Road, Hounslow, Middlesex TW3 2JH.
LINDON BENNETT SCHOOL
Headmaster: Mr. H. P. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, Lindon Bennett School, Hounslow Road, Hounslow, Middlesex TW3 2JH. Closing date 21st January 1977.

OLDHAM
Oldham Education Committee
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, Oldham Education Committee, Oldham, Greater Manchester. Closing date 21st January 1977.

LIVERPOOL
Applications are invited for the post of Deputy Head of a well-established school in the Liverpool area. The school has a reputation for its high standards of education. Applications should be sent to the Headmaster, The Liverpool School, Liverpool. Closing date 21st January 1977.

NOTTINGHAMSHIRE
EDUCATION DEPARTMENT
Applications are invited for the post of Deputy Head of a well-established school in the Nottingham area. The school has a reputation for its high standards of education. Applications should be sent to the Headmaster, The Nottingham School, Nottingham. Closing date 21st January 1977.

LEICESTERSHIRE
THE BROTHERHOOD COMMUNITY
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Brotherhood Community, Leicester. Closing date 21st January 1977.

NOTTINGHAMSHIRE
EDUCATION DEPARTMENT
Applications are invited for the post of Deputy Head of a well-established school in the Nottingham area. The school has a reputation for its high standards of education. Applications should be sent to the Headmaster, The Nottingham School, Nottingham. Closing date 21st January 1977.

WEST MIDDLESBROUGH
EDUCATION DEPARTMENT
Applications are invited for the post of Deputy Head of a well-established school in the West Midlands area. The school has a reputation for its high standards of education. Applications should be sent to the Headmaster, The West Midlands School, West Midlands. Closing date 21st January 1977.

Geography
Heads of Department
LONDON
ST. DUNSTON'S COLLEGE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, St. Dunston's College, London. Closing date 21st January 1977.

Other Assistants
DEBRYSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Debryshire School, Debryshire. Closing date 21st January 1977.

Other Assistants
WILTSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Wiltshire School, Wiltshire. Closing date 21st January 1977.

Other Assistants
WILTSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Wiltshire School, Wiltshire. Closing date 21st January 1977.

Physical Education
BOURNEMOUTH
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Bournemouth School, Bournemouth. Closing date 21st January 1977.

Other than by Subject Classification
BOURNEMOUTH
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Bournemouth School, Bournemouth. Closing date 21st January 1977.

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Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Bournemouth School, Bournemouth. Closing date 21st January 1977.

Mathematics
RENT
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Rent School, Rent. Closing date 21st January 1977.

Music
YORKSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Yorkshire School, Yorkshire. Closing date 21st January 1977.

Other than by Subject Classification
YORKSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Yorkshire School, Yorkshire. Closing date 21st January 1977.

Other than by Subject Classification
YORKSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Yorkshire School, Yorkshire. Closing date 21st January 1977.

Colleges of Further Education
Directors and Principals
NORFOLK
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Norfolk School, Norfolk. Closing date 21st January 1977.

Directors and Principals
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Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Norfolk School, Norfolk. Closing date 21st January 1977.

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Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Norfolk School, Norfolk. Closing date 21st January 1977.

County of Cleveland

SPECIAL SCHOOLS
SCALE 2 POST
MIDDLESBROUGH PERIPATETIC REMEDIAL TEAM
Applications are invited for a permanent post in this team from 1st April, 1977. Persons applying should have a specialist interest in the development of language skills with school pupils. The team is based in a well-established Reading Centre. Members work mainly alongside staff in Primary Schools. Casual car allowance is payable. Forms of application obtainable from and returnable to the Peripatetic Remedial Team Leader, Reading Centre, Derwent Hill, Middlesbrough, Cleveland, not later than 21st January, 1977.

SCALE 2 POST
STOCKTON PERIPATETIC REMEDIAL TEAM
Applications are invited for a permanent post in this team from 1st April, 1977. Persons applying should have a specialist interest in the development of language skills with school pupils. The team is based in a well-established Reading Centre. Members work mainly alongside staff in Primary Schools. Casual car allowance is payable. Forms of application obtainable from and returnable to the Peripatetic Remedial Team Leader, The Reading Centre, Mill Lane Junior School, Newcastle Street, Stockton, Cleveland, not later than 21st January, 1977.

Other Posts on Scale 2 and above
BARKING
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Barking School, Barking. Closing date 21st January 1977.

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Applications for the post of Deputy Head should be sent to the Headmaster, The Barking School, Barking. Closing date 21st January 1977.

Classics
CAMBRIDGE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Cambridge School, Cambridge. Closing date 21st January 1977.

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Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Cambridge School, Cambridge. Closing date 21st January 1977.

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Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Cambridge School, Cambridge. Closing date 21st January 1977.

History
HERTFORDSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Hertfordshire School, Hertfordshire. Closing date 21st January 1977.

History
HERTFORDSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Hertfordshire School, Hertfordshire. Closing date 21st January 1977.

History
HERTFORDSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Hertfordshire School, Hertfordshire. Closing date 21st January 1977.

Religious Education
WILTSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Wiltshire School, Wiltshire. Closing date 21st January 1977.

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Other than by Subject Classification
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LAVEROCK SCHOOL
OXTED - SURREY

HEAD

Applications are invited for the post of Head of Laverock School. The position will be available from September, 1977.

Laverock is a recognized Girls' Day Preparatory School with 120/130 pupils aged 5 to 11 years.

Applications to:-
W. N. Hunter Smart, C.A.,
Chairman of the Governors,
Laverock School,
c/o Southampton House, 317 High Holborn,
London WC1V 7NL.

Scale 1 Posts
BARNET
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Barnet School, Barnet. Closing date 21st January 1977.

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Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Barnet School, Barnet. Closing date 21st January 1977.

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Other Assistants
BARKING
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Barking School, Barking. Closing date 21st January 1977.

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Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Barking School, Barking. Closing date 21st January 1977.

Mathematics
LONDON
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The London School, London. Closing date 21st January 1977.

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Mathematics
LONDON
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The London School, London. Closing date 21st January 1977.

Preparatory Schools
By Subject Classification
English
SHROPSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Shropshire School, Shropshire. Closing date 21st January 1977.

Preparatory Schools
By Subject Classification
English
SHROPSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Shropshire School, Shropshire. Closing date 21st January 1977.

Preparatory Schools
By Subject Classification
English
SHROPSHIRE
Headmaster: Mr. J. G. Bennett
Applications for the post of Deputy Head should be sent to the Headmaster, The Shropshire School, Shropshire. Closing date 21st January 1977.

CHANNEL ISLANDS
VICTORIA COLLEGE
JERSEY

GRADUATE
REQUIRED FOR SEPTEMBER 1977
to teach
BIOLOGY
to 'O' level and elementary Science
(preferably with Chemistry to 'O' level)
Salary: Burnham Scale 1

Further details from the Headmaster
Telephone: Monday to Friday
Office hours only 9.00-5.00
Jersey 37591



SHIRECLIFFE COLLEGE-SHEFFIELD
Principal Lecturer
 Community and Social Services

Applications are invited for the above post to commence April 1977 or as soon as possible thereafter. Candidates should preferably possess relevant professional/academic qualifications and have had related industrial experience. The post will involve Administrative responsibilities within the total College and specifically, a role as coordinator of all course and curricula development in Social, Health and Welfare.

Lecturer I
 Community and Social Services

Applications are invited for a Lecturer, Grade I, to commence duty in April, 1977, to teach in the Preliminary Residential Care Course and other basic Social Work courses.

Salary scale—
 Principal Lecturer—£5,840-£6,642 p.a. + £312 p.a. supplement.
 Lecturer I—£2,408-£4,377 p.a. + £312 p.a. supplement.

Application forms and further particulars are available from the Chief Administrative Officer, Shirecliffe College, Shirecliffe Road, Sheffield S18 8XZ. Tel. No. Sheffield (0742) 73301, to whom completed applications should be returned within 10 days of the appearance of this advertisement.

London College of Printing
 Elephant and Castle, London SE1 6SB

Department of Photography, Film and Television

Principal Lecturer
 in Film and Television

Applications are invited for the post of Principal Lecturer with responsibility for the Head of Department (Adrian Munsey) for the areas of film and television within this expanding department. He or she should have had professional experience in film and/or television and have a developed interest in film and television education, as well as an interest in photography and design, and will be expected to promote the amalgamation of creativity with sound technique.

The person appointed will be responsible for the final development of the film and television component of the course leading to B.A. (Hons) CMAA status.

Salary in accordance with the Burmah (FE) Report, £5,940-£6,642 (bar) £7,578 plus £312 supplement and £402 Inner London Allowance.

ilea Application form and further particulars, returnable within 14 days, may be obtained from the Senior Administrative Officer at the college.

THE OPEN UNIVERSITY
Summer School
Tutorial Staff

Appointments for one or two weeks are available at the Open University's summer schools held at universities throughout Great Britain between 9 July and 3 September.

Tutor Posts in the Faculties of Arts, Educational Studies, Mathematics, Science and Technology

There will be a certain number of TUTOR posts in the following subject areas:

Art history, Architecture, and Design, Drama, History, Literature (the Novel), Music and Philosophy, Urban Education.

Mathematics: courses coded M100, M201, M202 and MST281.

Biology (all subspecialties including Genetics), Chemistry (organic, inorganic and physical), Earth Sciences and Physics.

Electronics and Electromagnetism, Instrumentation, Elementary Mathematics (for technologists), Materials Science Technology, Systems (design, planning, implementation, management, analysis, modelling of social or technical systems).

Tutor Posts in the Faculty of Social Sciences

D101 - Making Sense of Society

Tutors qualified in one or more of: economics, geography/town planning, politics/international relations, psychology, sociology; to teach in one of the three interdisciplinary modules:

housing, sex and gender in society, a political simulation exercise on the Bosnian crisis, 1908-9.

DS261 - An Introduction to Psychology

Tutors qualified to teach mental measurement, behaviourism and learning, and information processing.

D204 - Fundamentals of Human Geography

Tutors qualified to teach modern geography, especially with reference to urban retailing, rural social geography and statistical techniques.

Demonstrator Posts

Applications for the post of DEMONSTRATOR are invited from graduates in the Sciences to work in the areas of: Biology, Chemistry, Physics and Earth Sciences; from graduates in the Sciences and Engineering to work in the areas of: Materials Science, Systems, Structures, Logic, Energy Conversion, Noise Measurement, Chemical Process Evaluation, Metallurgy and Design, Environmental Science and Computing; also from graduates in Psychology.

Application Procedures

For further particulars and an application form, send a postcard with your name and address to the Tutors Office, (381) P.O. Box 82, Milton Keynes MK7 6AU. All completed application forms must reach the Open University by Monday, 7 February 1977.

COLLEGES OF FURTHER EDUCATION
 continued

HERFORD AND WORCESTER COLLEGE
 COUNTY COUNCIL
 DEPARTMENT OF BUSINESS STUDIES

Applications are invited for a Lecturer in Business Studies to commence in April 1977. The post holder will be responsible for the teaching of Business Studies in the College. The post holder should have a minimum of 5 years' experience in the teaching of Business Studies in a further education institution. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a school or college. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a university. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a polytechnic. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of art and design. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of music and art. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of health and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of agriculture and horticulture. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of engineering and technology. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of design and communication. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of education and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of law and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of health and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of agriculture and horticulture. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of engineering and technology. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of design and communication. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of education and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Business Studies in a college of law and social work.

LONDON COLLEGE OF PRINTING
 Elephant and Castle, London SE1 6SB

Department of Photography, Film and Television

Principal Lecturer
 in Film and Television

Applications are invited for the post of Principal Lecturer with responsibility for the Head of Department (Adrian Munsey) for the areas of film and television within this expanding department. He or she should have had professional experience in film and/or television and have a developed interest in film and television education, as well as an interest in photography and design, and will be expected to promote the amalgamation of creativity with sound technique.

The person appointed will be responsible for the final development of the film and television component of the course leading to B.A. (Hons) CMAA status.

Salary in accordance with the Burmah (FE) Report, £5,940-£6,642 (bar) £7,578 plus £312 supplement and £402 Inner London Allowance.

WALSALL COLLEGE OF TECHNOLOGY
 DEPARTMENT OF EDUCATION AND TRAINING

Applications are invited for the post of Lecturer in Education and Training to commence in April 1977. The post holder will be responsible for the teaching of Education and Training in the College. The post holder should have a minimum of 5 years' experience in the teaching of Education and Training in a further education institution. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a school or college. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a university. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a polytechnic. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of art and design. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of music and art. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of health and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of agriculture and horticulture. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of engineering and technology. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of design and communication. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of education and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of law and social work.

LONDON COLLEGE OF PRINTING
 Elephant and Castle, London SE1 6SB

Department of Photography, Film and Television

Principal Lecturer
 in Film and Television

Applications are invited for the post of Principal Lecturer with responsibility for the Head of Department (Adrian Munsey) for the areas of film and television within this expanding department. He or she should have had professional experience in film and/or television and have a developed interest in film and television education, as well as an interest in photography and design, and will be expected to promote the amalgamation of creativity with sound technique.

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GRIMSBY COLLEGE OF EDUCATION
LECTURER IN CATERING - GRADE I

Required as soon as possible, a teacher of professional cookery and catering subjects. Applicants should possess recognised relevant qualifications and good trainee experience. Teaching experience desirable. Salary £2,781-£4,689, depending on qualifications and experience. Application forms and further details from the Principal, Grimsby College of Education, Hunt Corner, Grimsby DN34 5DU. Tel. 79282. Closing date 17th January, 1977.

Humberide County Council

FULL TIME TEACHER OF SHORTHAND AND TYPEWRITING
 required for permanent appointment by 5 College in Central London

Knowledge of Pitman 2000 and New Era Shorthand systems and some experience of teaching students whose first language is not English will be helpful. The post will be vacant from 18th April, 1977, but the successful applicant could take up duties some weeks earlier, if convenient, to liaise with the present teacher before she leaves. Salary negotiable according to qualifications and experience. Long holidays. Apply, in writing, with details of age, qualifications and experience to: The Principal, L.T.C. College of English and Secretarial Studies, 28-32 Oxford Street, London W1A 4DY

OXFORD UNIVERSITY
 DEPARTMENT OF EDUCATION AND TRAINING

Applications are invited for the post of Lecturer in Education and Training to commence in April 1977. The post holder will be responsible for the teaching of Education and Training in the College. The post holder should have a minimum of 5 years' experience in the teaching of Education and Training in a further education institution. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a school or college. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a university. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a polytechnic. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of art and design. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of music and art. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of health and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of agriculture and horticulture. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of engineering and technology. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of design and communication. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of education and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of law and social work.

OXFORD UNIVERSITY
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RESIDENT OR NON-RESIDENT Teacher-Remedial Education
 up to £4,206 or £4,674 Woking

For Kinton—a large Community Home, with education on the premises, which accommodates 90 boys aged 13-18 on admission. Applicants should be experienced and qualified in Remedial Teaching and the successful candidate will join the staff whose aim is to ensure the boys are adequately equipped to cope with the working and adult community when leaving the caring environment of Kinton. This post would suit someone who is seeking a challenging and rewarding job as job satisfaction should easily be found. Further details and application form from County Education Officer (VCS), County Hall, Kingston upon Thames, Surrey KT1 2DJ. Tel. 01-546 8111, Ext. 278.

Area Youth and Community Officer
 £5,304 - £5,868 inc. Leatherhead

To lead a lively new advisory team of two youth and community officers and eight other full-time staff. Applicants must be qualified and experienced youth and community workers, teachers or social workers. Further details and application form from County Education Officer (VCS), County Hall, Kingston upon Thames, Surrey KT1 2DJ. Tel. 01-546 1050, Ext. 3190 (Mr. Corben). Closing date: 28 January.

Youth Leader/Warden
 £3,888 - £4,710 inc. Banstead

Required, full-time, at Banstead Youth Centre which is the County Centre in the South-East Area of Surrey. This large Centre is only two years old and there is good attendance. The successful applicant will join a team of 10 youth and community workers in the area. Applicants must be qualified Youth and Community workers or teachers. Further details and application form from Mr. J. R. Smith, Area Youth and Community Officer, Education Office, 123 Blackborough Road, Reigate, Surrey. Tel: Recliff 68441, Ext. 21. Closing date: 26 January.

WARWICK UNIVERSITY
 DEPARTMENT OF EDUCATION AND TRAINING

Applications are invited for the post of Lecturer in Education and Training to commence in April 1977. The post holder will be responsible for the teaching of Education and Training in the College. The post holder should have a minimum of 5 years' experience in the teaching of Education and Training in a further education institution. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a school or college. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a university. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a polytechnic. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of art and design. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of music and art. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of health and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of agriculture and horticulture. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of engineering and technology. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of design and communication. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of education and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of law and social work.

WARWICK UNIVERSITY
 DEPARTMENT OF EDUCATION AND TRAINING

Applications are invited for the post of Lecturer in Education and Training to commence in April 1977. The post holder will be responsible for the teaching of Education and Training in the College. The post holder should have a minimum of 5 years' experience in the teaching of Education and Training in a further education institution. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a school or college. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a university. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a polytechnic. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of art and design. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of music and art. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of health and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of agriculture and horticulture. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of engineering and technology. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of design and communication. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of education and social work. The post holder should also have a minimum of 5 years' experience in the teaching of Education and Training in a college of law and social work.

Royal County of BERKSHIRE

Closing date: January 21st

TEACHER/WARDEN
 £3,668-£5,229

Applications are invited from persons suitably qualified for the above post at Little Heath Comprehensive School. The person appointed will be required to carry out teaching duties for half their time. Candidates should state what subjects they offer. The Teacher/Warden will be required to act as Warden of the Little Heath Youth and Community Centre on three evenings a week and to devote two further mornings or afternoons to administrative work in connection with the Centre. A small amount of clerical assistance is available. Further details and application forms available from Director of Education (VCS), Kennel House, 80/82 Kings Road, Reading, Berks.

YOUTH AND COMMUNITY WORKER
 £3,730-£4,200

Applications are invited from suitably qualified teachers or Youth and Community Workers at the Youth and Community Centre, Maiden Erigh School. The Centre is an integral part of the school complex and as such the extensive facilities of this site are available for Youth and Community use. The worker will work primarily within the age range 14-21 years. Initial lodging allowance and assistance with removal expenses may be given. Further details and application forms available from the Director of Education (VCS), Education Department, Kennel House, 80/82 Kings Road, Reading, Berks.

UNIVERSITY OF EXETER
 Applications are invited for a Third Chair of Education tenable from 28 September, 1977

No specific field is prescribed for the Chair; qualifications in curriculum or educational psychology will be of particular interest but applicants with an established reputation in a different aspect of education (for instance, in overseas education) will be given equally serious consideration. The salary will be on the agreed professional range: minimum £8,106, average £9,489 p.a.

Further particulars may be obtained from the Academic Registrar & Secretary, University of Exeter, Northcote House, The Queen's Drive, Exeter EX4 4JL, to whom applications (13 copies, overseas candidates one copy) should be forwarded so as to arrive by Friday, 4 February, 1977. Please quote reference 1/10/3148.

Universiteit van Amsterdam
 In the department of political science exists a vacancy for a professor in international relations

The applicant is expected to have a broad orientation in the field of international relations, an experience appearing in publications in the field, as well as the necessary didactical abilities. He/she will have to be prepared to do teamwork on the basis of the teaching and research program of the department, e.g. the institute of international relations, in a democratic structure, in accordance with the University Administration Reform Act (1970), and to learn Dutch.

Those who want to apply, as well as those who want to draw attention to possible candidates, are invited to direct themselves to Prof. mr. W. Duk, co.o. bureau FSW-A, Herengracht 526, Amsterdam, tel. 020 - 535 2706, from whom further particulars also can be had.

Letters of application should contain a detailed curriculum vitae and a list of publications.

Nottinghamshire County Council
 Leisure Services—Youth and Community Service

Detached Youth and Community Worker
 £3,537-£4,008, plus £312 supplement

We want to improve our Youth and Community Services particularly to unattached young people in the Nottingham Inner City Area. We may need YOU!

Are you able to encourage young West Indians, amongst others, to take part in meaningful leisure activities, offer an effective counselling service, work with community groups and statutory organisations in order to improve the quality of youth and community work in the area, initiate and develop new projects, take an active role in the departmental youth and community workers' team, work with a Support Group made up of members from ethnic minority community groups and local professional organisations?

Are you professionally qualified and experienced in youth and community work, able to work with ethnic minorities, able to demonstrate drive and initiative?

If so, please contact John Boddy, Area Youth and Community Officer, telephone Nottingham (0602) 802418, for an informal discussion.

Application forms and further details are available from the Director of Leisure Services, Trent Bridge House, Fox Road, West Bridgford, Nottingham. Please quote ref. 145. Closing date January 17th, 1977.

GATESHEAD METROPOLITAN BOROUGH COUNCIL

YOUTH SERVICE VACANCY

Applications are invited from suitably experienced and qualified persons for the following post:

ASSISTANT YOUTH LEADER
Ryton Youth Centre

Scale 2 (£2,712/£3,637) or Scale 1 (£2,442/£3,204) according to experience and qualifications (plus £312 annual salary supplement).

This large well equipped purpose built Youth Centre (opened 1972) is situated in a semi rural area of Gateshead. The accommodation includes social areas, a gymnasium and a workshop.

Application forms are available from the Director of Personnel and Management Services, 7th Floor, Aldon House, Tyngate Precinct, Sunderland Road, Gateshead, NE8 3EL. Type and Year, and should be returned by 21st January, 1977.

KENT COUNTY COUNCIL

Divisional Youth and Community Service Worker
Gravesham Division

Duties include responsibility for the Northfleet Sports and Youth Centre which offers good facilities for physical and recreational activities in purpose built premises.

Applications are invited from suitably qualified Youth Workers.

Salary (JNC Range 4) £4,248-£4,800 plus £312 supplement

In-service training provision, assistance with removal, lodging, resettlement and legal expenses in approved cases.

Further details and application form, returnable by 24 January, from the Divisional Education Officer, Divisional County Offices, Windmill Street, Gravesend, DA12 1BE.

BOROUGH COUNCIL OF HINCKLEY & BOSWORTH

The Leisure Centre

We are opening a prestige Leisure Centre in May and are seeking to appoint Key Staff.

Are you one of the people we are looking for?

The Centre features main and learner pools and a diving pool; a 2-court sports hall and small hall; a professional range of conditioning suite, 2 saunas, 6 squash courts, club rooms, lounge, bar and restaurant.

Assistant Manager

(Leisure Centre) AP5/SO1 Ref. LC/2

To assist the Manager, Leisure Services, in the day-to-day running of the Centre. The successful applicant will have had experience in the management of both Wet and Dry facilities in a similar establishment. The person appointed will form part of the Centre's Management Team and will be expected to undertake Duty Officer responsibilities during evenings and weekends on a rota basis. Possession of membership of an appropriate body would be advantageous.

Recreation Manager

AP2/3 Ref. LC/4

This person will assist the Assistant Manager (Leisure Centre) in the programming of events on both the dry and wet side of the centre. The person appointed will place particular emphasis on junior activities and the establishment of instruction courses. The successful applicant should have the ability to coach in various sports and will form part of the Management Team and take turn as Duty Officer during evenings and weekends on a rota basis. Qualification in physical recreation desirable. The above posts are open to both male and female applicants.

The Council offers assistance with removal expenses, legal and estate agent's fees, etc., in approved cases. Temporary housing accommodation may also be available.

Applications for these posts should be made in writing and should contain full details of age, previous experience, together with the names and addresses of two referees. Letters should be addressed to M. C. Evans, C.Eng., M.I.C.E., Council Offices, Argents Mead, Hinckley, Leicestershire LE10 1BZ, to arrive not later than 18th January, 1977.

Assessment Centres

HERTFORDSHIRE

SPECIAL SERVICES
SPECIAL SERVICES
SPECIAL SERVICES

Applications are invited from suitably experienced and qualified persons for the following post:

ASSISTANT YOUTH LEADER
Ryton Youth Centre

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This large well equipped purpose built Youth Centre (opened 1972) is situated in a semi rural area of Gateshead. The accommodation includes social areas, a gymnasium and a workshop.

Application forms are available from the Director of Personnel and Management Services, 7th Floor, Aldon House, Tyngate Precinct, Sunderland Road, Gateshead, NE8 3EL. Type and Year, and should be returned by 21st January, 1977.

Youth and Community Service

AVON COUNTY EDUCATION SERVICE

YOUTH AND COMMUNITY SERVICES

Applications are invited from suitably experienced and qualified persons for the following post:

ASSISTANT YOUTH LEADER
Ryton Youth Centre

Scale 2 (£2,712/£3,637) or Scale 1 (£2,442/£3,204) according to experience and qualifications (plus £312 annual salary supplement).

This large well equipped purpose built Youth Centre (opened 1972) is situated in a semi rural area of Gateshead. The accommodation includes social areas, a gymnasium and a workshop.

Application forms are available from the Director of Personnel and Management Services, 7th Floor, Aldon House, Tyngate Precinct, Sunderland Road, Gateshead, NE8 3EL. Type and Year, and should be returned by 21st January, 1977.

TEACHERS and INSTRUCTORS Overseas

We have interesting and challenging vacancies at an established technical training school in the Gulf Area of the Middle East for teachers and instructors in the following categories:

English Language Teachers

Applicants should preferably have a Diploma of Education and recent experience in instruction of Arab students and/or technical training would be an advantage.

Technical Instructors (E & I)

Applicants should be fully qualified and experienced in aircraft Electrical & Instrument trades.

Technical Instructors (A & E)

Experience as an instructor on aircraft and engines and "on the job training" would be an advantage. The technical appointments are considered to be of particular interest to ex-Service personnel and applicants should be between 25-50 years of age. Conditions of service include an attractive salary and allowances which are normally tax free, free standard, free medical care and messing to a high days leave can be taken at regular intervals of 6 months with free air passages to and from London if appropriate.

If you are interested in the above please apply with brief details to:

Senior Personnel Manager, AIRWORK SERVICES LTD., Bournemouth (Hurn) Airport, Christchurch, Dorset, BH23 8EB.

Overseas Appointments

BOTSWANA

TECHNICAL INSTRUCTOR

Applications are invited from suitably experienced and qualified persons for the following post:

ASSISTANT YOUTH LEADER
Ryton Youth Centre

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THE CENTRE FOR BRITISH TEACHERS LIMITED GERMANY

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For details and application forms: The Centre for British Teachers Limited (T1), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel: 01-242 2892/5.

The British Council

invite applications for the following posts:

Norway Teachers of English

required for August, 1977, by Folkeuniversitet (the Folk University) of Norway. Candidates should be single men or women, preferable age range 24-35. Normal duties: to teach English to classes in secondary schools and adult evening classes. Candidates should be qualified teachers, graduates or college-trained, with English, Languages or History as their main subject. Some teaching experience is required, preferably in E.L.T. Salary: Norwegian Kroner 25020-30060 per annum according to qualifications and experience. Fares paid both ways. Paid holidays totalling at least 34 days. Teachers usually travel from United Kingdom in a group on or about 6 August. One year contract, normally renewable once with salary increment. Guaranteed by the British Council. Please write, quoting reference number 77 CO 1-6, for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

Youth and Community Worker

£3,839-£4,320

We are looking for a qualified Youth and Community Worker for a new post at the Vale Road Community Centre Project Mansfield Woodhouse, which is funded through an Urban Aid Grant.

Are you looking for a challenging job in a deprived area; a job which calls for a community development approach allied to some "main stream" youth and community work? Are you able to work in a situation where the community "will take the reins" and to whom you would be answerable? Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme. If you would like to find out more about this post please ring Bill Blackmore our local Youth and Community Officer, telephone Mansfield (0823) 22551.

Application forms and further details are available from the Director of Leisure Services (Staffing), Trent Bridge House, Fox Road, West Bridgford, Nottingham. Closing date 24 January, 1977. Please quote ref. 145.

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 70P

TEACHERS and INSTRUCTORS Overseas

We have interesting and challenging vacancies at an established technical training school in the Gulf Area of the Middle East for teachers and instructors in the following categories:

English Language Teachers

Applicants should preferably have a Diploma of Education and recent experience in instruction of Arab students and/or technical training would be an advantage.

Technical Instructors (E & I)

Applicants should be fully qualified and experienced in aircraft Electrical & Instrument trades.

Technical Instructors (A & E)

Experience as an instructor on aircraft and engines and "on the job training" would be an advantage. The technical appointments are considered to be of particular interest to ex-Service personnel and applicants should be between 25-50 years of age. Conditions of service include an attractive salary and allowances which are normally tax free, free standard, free medical care and messing to a high days leave can be taken at regular intervals of 6 months with free air passages to and from London if appropriate.

If you are interested in the above please apply with brief details to:

Senior Personnel Manager, AIRWORK SERVICES LTD., Bournemouth (Hurn) Airport, Christchurch, Dorset, BH23 8EB.

OVERSEAS Appointments

QATAR

Applications are invited from suitably experienced and qualified persons for the following post:

ASSISTANT YOUTH LEADER
Ryton Youth Centre

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ADMINISTRATION

Local Education Authority

AVON COUNTY

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OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

Technical Education Overseas Indonesia

At various Technical Training Centres throughout the country:

Technical Advisers
(a) Mechanical (b) Electronics (c) Electrical

To advise and assist the Director of the Technical Training Centre in relevant technical education matters; to assist with formulating all aspects of training programmes, operational workshops, operation and maintenance of machine tools in workshops, and laboratories, establishment of system of workshop services and material stores; to advise on implementation of safety rules; visits to other Centres and feeder schools will be involved and advice on arranging liaison with Local Committees and Industries called for. Applicants should have had apprenticeship training and must hold HNC or COLI full technological certificates in a relevant discipline, a technical teaching certificate, and at least 8 years' trade experience, followed by 3 years' teaching experience together with relevant workshop experience. Knowledge of Indonesian language necessary and course can be arranged. Initial appointment 18 months. Salaries (all posts) according to qualifications and experience plus variable tax free overseas allowances. Superannuation rights may be safeguarded.

The posts are wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages; children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom.

For full details and application form please apply, indicating past concerned, and giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

HELPING NATIONS HELP THEMSELVES

He is a camera

Diane Spencer on the work of Bill Brandt

Photography is now a very serious business; it is regarded, at one extreme as an art form, and, at the other, as a useful tool in the study of history and sociology.

It is also a lucrative business, albeit mainly for publishers and manufacturers of expensive equipment. And now, it has become, most disconcertingly of all, a respectable business. Photography has been recognized as a proper subject for study by some examination boards, and fine art galleries now show photographic exhibitions and sell signed prints as if they were lithographs.

The Marlborough Gallery, London, is now showing a retrospective exhibition of Bill Brandt's work (on until January 15). He is generally acknowledged as one of our finest contemporary photographers. His work—more than 50 black and white prints—are on show—a fascinating jumble because of the different styles he adopted during the past 40 years.

His early work shows, in vivid photorealistic fashion, the life of the rich and poor in the 1930s. A tormented young artist droops against a lamp post in the gas-lit London dawn; a man wheels a hoist to Jarroo his bag of coal gleaned from the stark north-east coast; a prim parlour maid in Kensington sweeps back the curtains of her ivy-climbed window.

Then came the war: the Elephant and Castle underground lined with sleeping people sheltering from the raids; St Paul's, a black silhouette against a foreground of moonlight rubble. His pictures are beautifully composed, undeniably photographs, their blacker tones are wonderfully accentuated.

In the 1950s Brandt became well known for his nude studies taken

with an old plate camera with a wide angled lens and thus he achieved unusual perspectives. They are unforgettable, but some which feature one part of the body only seem to me to be surrealistic (the shot of an eye on a beach actually churns my stomach).

Brandt is now so much of an artist that the gallery are asking £240 a print. Most, if not all, have already been published in numerous books. I cannot help thinking that photography should not be treated in this way. After all, a negative does not automatically destroy itself after a limited edition of prints has been made.

So, if you have a prejudice against investing in this type of art but enjoy looking at photographs, books are the answer. During the past few years the photographic book market has grown apace. It received a boost when the experts discovered the importance of our photographic heritage after the Hill Adamson collection was saved for the nation.

I became aware of the number and scope of these and other varieties of works on photography at a recent book fair held at the Photographers' Gallery near Leicester Square. Among the many books on Victorian photography (there is even one of erotic pictures), *The Last Empire* by David Hughes and Clark Worcester and edited by Lord Mountbatten (Gordon Fraser 1995) is outstanding. Not only are many of the pictures works of art, but they are also excellent historical value as they show the splendour and equator of British India from before the Great Madly in 1857 to 1911.

Photography as comic social commentary can be found in Roger

Ferry's *The Writing on the Wall* (Elm Tree Books and Hamish Hamilton £3.50). The graffiti range from the political: "Don't vote, its a rip off", to the philosophical:

"All submission to authority humiliates, all exercises of authority perverts" by way of the bizarre: "Cats like plain crisps" and "Baden likes Noo-Noos"



Bow in the sky

Hilary Finch

"My husband's God"; "my meek Noye"; they certainly lack an audience here"; snarl of conversation hence"; snarl at the Riverside Studios community arts centre, Hummersmith, while one studio an orchestra of string recorders, bells and mugs tuning up, and, in the other, mugs, spoons and bird masks being fitted on scamping the rat, and sheets and blankets being frantically fixed to poles and walls.

It was, of course, another performance of *Noyes Fludd*, but this time the production had taken place in only four days preceding the production. The Chiswick Children's Music Group (formed two years ago as a drama and music workshop for local children) had performed a work in November and were inviting children from all schools in the area to join them, to sing, to play, to scenery, make costumes and design and publicity posters—and you could go and watch the preparation for 10p and 20p a day. The show was run by Diana Tate (one of the pianists) and Ade Gorton (of the CCMG and producer of the show) and combined the continuing series of workshops and activities in Riverside Studio 2.

The use of almost all of a large performing area meant it was sometimes difficult for the comparatively large orchestra placed at one side but on the level, often drowned the voices, especially in the *Agony*, which were barely audible despite the size of the theatre.

But the expansive single acting of John Watts as Mr He helped a great deal to focus attention and hold sequences together and the show was almost stolen by the outstanding portable looking and banners painted on sheeting the children themselves; a canopy depicted the world with Mrs Noye and the autumn; the splendid ark had a slit for a door and the rainbow, sun, and stars dutifully appeared on the singing of "The spacious firmament".

There was no other scenery—water for the flood—instead one swayed from side to side as one was almost soaked, while the rain came on to their heads for dear life. And, as the sun subsided, the dove (Charlotte New) captivated the ark's inhabitants and the audience by her full balletic search for the branch.

Back in the coffee bar, the director reports on the remarkable words pinned to the wall. One said "Benjamin Britten wrote *Noyes Fludd* which we are going to perform. I think we should remember him."

Disneyland on show in Kensington

Bernard Orna

The Artists of Disney: material from the Walt Disney archive, California. Victoria and Albert Museum until February 13.

Well over 50 years ago animated cartoon films, which owed much to popular newspaper strip cartoons for their characters, were entertaining cinema-goers. Then, and on the eve of the coming of films with sound, two young Americans, Walt Disney, a commercial artist, and Ub Iwerks, a talented draughtsman, created a new character, Mickey Mouse, and launched a series of animated cartoons that became world famous.

This success led to the establishing of the Disney studios and to the work of the many artists needed to make not just more films but longer films—medium-length fantasies as varied as *Ferdinand the Bull*, *Clock Cleaners* and *Three Little Pigs*, and the animated picture-book epics *Snow White*, *Pinochio*, *Bambi*, *Dumbo*, *Cinderella* and *Alice in Wonderland*.

It is these last, and the multifaceted *Fantasia*, that feature in particular in an exhibition, *The Artists of Disney*, at the Victoria and Albert Museum till 13 February (after which it will travel around the country). Here are drawings that served to form the films—ideas for character sketches for key scenes, and actual backgrounds and overlays with figures. Here is publicity material and, also, a reminder of the extent of Disney enterprise in the market aimed at children: from toothbrushes to toys, and the comics

and picture books that put film stories back on paper.

The connexion between picture book illustrations and Disney's films is not shown, unfortunately, in the catalogue refers to it and the influence of work by Arthur Rackham (who was invited to create *Snow White*, but declined), Heinrich Kley and others. In certain of their preliminary sketches, the individuality of Disney's artists shows up; Phil Dike's in his "moonlight" for *Night on the Bald Mountain*, and Campbell Grant's. However the consensus style swallowed them up.

The emphasis on the long films means that these are not set in a full perspective of development. There is a slender introduction through a handful of drawings that recall Mickey, Donald Duck and Goofy; this is not enough. It would have helped to understand the process of animated cartoon-film making and the work required if there had been a strip of pictures to show how many are required to make up a minute of film, and a set of drawings to give an idea of how many were needed to express a character's change of position.

As one sees the Disney style again, one can reflect on its remarkable effect on cartoon film around the world—in the Soviet Union, Italy, Japan and even China. But a break occurred in America itself with UPA's *Mr Magoo*, and Polish, Czechoslovak and Yugoslav artists burst the bonds of what had become the Disney style as much of a convention as the dynamic Egyptian way of drawing.

Script competition

The recently formed World Student Drama Trust is offering £100 and a rehearsed reading at the National Student Drama Festival to be held at St Andrew's in April for the best play script submitted by a student. Competitors must have been full or

part-time students on April 1, 1976 and entries, unpublished, plays in English, must be submitted by January 29. Scripts received after that date will be considered for the 1977-78 competition. Entry forms from 20 Lansdowne Road, London N10 2AU.

Enigma and nostalgia

Michael Clarke on Arshile Gorky

Arshile Gorky: Paintings and Drawings. Museum of Modern Art, Oxford. December 19 to January 16.

The first American painter to assume equality with the School of Paris was Arshile Gorky, an Armenian who had arrived in America in 1920 when he was only 15 years old. From then, until the Fall of Paris sent European artists to New York, he worked his way through almost every one of the major movements of twentieth-century painting to achieve the mixed blessing of a one-man show which was late recognition and it was as a Surrealist, a label that has been disputed ever since.

Ironically, it was Breton who noted "something exceptional in Gorky's work: 'Of all the Surrealist artists, the only one who maintains a direct contact with nature—sits down to paint before her.' What he did not note here was that it was the practice of Cézanne, Gorky's most admired painter, and the two other painters who had most influenced him, Picasso and Miró. Not only did Gorky start his imagination rather than from words abstraction rather than from the definition of a recognisable image. The longest influence on his work was Cubism and the two Surrealists from whom he derived most, Miró and Masson, had both begun under the same influence.

A tendency to create abstract, ambiguous forms, already implicit in the early portraits of his sister and de Kooning, became explicit in the "Night-time, Enigma and Nostalgia" series, where the Cubist still-life-like forms have convulsed into those composite structures Freud observed peculiar to the dream state. By the turn of the decade Gorky had taken this ambiguity further by allowing picture ground and images to interpenetrate

and fuse, as can be seen in "Flowers in Vase on Blue Cloth" and "Another Klunkom", both completed in 1941. The direct influence is still Miró but the practice goes back to Analytical Cubism.

How Gorky discovered his own originality was by adopting a procedure previously practised by Miró and relating it to the last of the influences on him, the improvisations of Kandinsky. Starting mesmeric at landscape or into long grass or foliage he deliberately encouraged not only the fusion of one natural form with another but with the forms of things recollected.

In the studio, working these drawings into paintings, he pushed automatic procedures further so that the original experience became associated with childhood memories and the echoes of the paintings that had meant much to him—all caught in a delicate network of lines suspended over freely floating patches of finely nuanced colour. The result looks backwards to Surrealism and Cubism and forwards to Abstract Expressionism; a unique achievement.



Arshile Gorky: Nude, 1945.

Direct choice

Michael Church

Tuesday night saw BBC 1 give a further boost to the debate about the future fate of direct grant schools, their quality, their moral desirability, and the social consequences which will result from their continued existence.

What *Thoughts for Your Child Now?* lived up to its provocative title with a studio discussion which roped in grammar school enthusiasts from Tameside, aggrieved apostles of comprehensiveness from Bexley, the predictable panel of young experts from Margaret Jackson and Norman St John Stevas.

To provide an anchor for the debate, the first part of the programme consisted of a 'mini-profile of Bristol Cathedral School, one of the hundred direct grant schools which were last September virtually forced into independence.

If it is now becoming obvious that brief filmed accounts of educational methods can only illustrate predetermined themes, such illustrations can none the less have considerable value.

Producer Jeremy Bennett's portrait of Bristol Cathedral School may have surprised few, but it ably sets out the facts so as to illuminate the issues.

It seemed a humane, intelligently-run establishment with enthusiastic, dedicated teachers. Its examination results were very impressive—a 90 per cent pass rate at A level, 60 per cent of which got grades A, B, or C, with a high proportion of these being in science subjects. There were some caricature moments—but so would there be with any institution which was single-mindedly going about its business rather than tailoring itself to please the cameras' formalities gaze.

How relevant was all this to the ensuing discussion? Only moderately. The familiar arguments were trotted out: parental commercials for and against comprehensives, mutual accusations of bad faith by the politicians, sensible suggestions from William Taylor, Maurice Kogan and Brian Cox. As the parent from Newcastle pointed out, it is the politicians who are the real problem, seeking, as they habitually do, to resolve complex social and moral dilemmas with pat answers and hand-fisted "solutions".

Further education

Concentrating the minders

Tony Howarth on 'Other People's Children'

'Other People's Children' BBC1, Sundays from January 9 at 1.25 pm. Repeated on Tuesdays on BBC2 at 2.15 pm and on Thursdays on BBC1 at 10.45 am.

Every weekday about half a million children under five are "minded" while their mothers go out to work. It is a nice round number—the kind of statistic which attracts the social scientist in the dumbest of us. But so far, reaching the half million mark has done remarkably little for the toddlers and their minders.

The minders are not organized; the 50,000 or so registered minders are probably three or four times that number who are unregistered and therefore operate outside the law. No one has exact figures, arrangements for care are made personally, not through a mediating bureaucracy.

Payments are in cash and accounts are frequently not kept to avoid tax. For many people, especially those without young children, the very term "child-minder" is Dickensian—backstreet and down-at-heel.

As a major source of child care, minders are valued and supported very differently from one area to another. Some local authorities do little more than plead the fashionable excuse of poverty for inaction. Others do the decent thing by training and supporting minders as far as their finances will allow.

In the shape of *Other People's Children* the BBC is about to provide a substantial resource, free, gratis and for nothing, which the

already active authorities will welcome with open arms and which the less conscientious will ignore at the risk of being seen to be even more unskillful than their track record currently shows.

The series consists of 19 programmes, each 12½ minutes long (rather on the model of *On The Move*). The aim is to get parents as well as minders to watch and perhaps to encourage minders to view and listen to groups. The intentions are to raise the morale of the minders themselves and to raise standards of training by involving local authorities in the setting up of viewing groups and in the dissemination of support materials.

In the first programme, "Who Minds?", Jimmy Saville (appropriately informal and warm in a blue tracksuit) quickly dispels any apprehension that the series might be heavily didactic. He introduces Brian Redhead and Mavis Nicholson as the presenters of the programmes to come and his manner is prophetic against the remotest suspicion that they may be egotists in multi about to intellectualize as soon as a DJ's back is turned. He also introduces the handbook which accompanies the series.

If Saville is friendly in a fast kind of way, the BBC's teacher favourite young uncle—persuasive, energetic and with any amount of conviction. In the second programme, "That's the way the money goes", he discusses and illustrates some of the day-to-day problems and worries—how much to ask, what to claim as expenses, how to deal with the tax-man. "Use the book as a weapon", advises

Brian, brandishing the BBC publication—and none can doubt whose side he's on in the battle (real or imagined) between us and them.

Mavis Nicholson is such a reasonable, sensible woman she could sell you used cars—if she had the inclination. In programme three, "Parents!", her manner and language are admirably suited to a treatment of how to deal with a mother who rolls up into and skint on a Friday night to collect her offspring.



Cartoon from series handbook.

Much of the attraction of the series is its idiosyncrasy with the priorities of its intended audience and its provision of sound, uncluttered advice. From money and parents, the programmes move

Films

Painless first steps to learning?

Sue Lynas

Look In On Learning, 16mm, colour. 35 minutes. Distributed by Harnham Studios, Kington, Leicestershire.

Made by Leicestershire teachers for parents, student teachers and foreign educationalists, this film tries to present an overall view of the process of learning in a local junior school, the Sherard County School in Melton Shrofford.

Open learning centred on project work is the central theme of the film. It starts with a group of 10 11-year-olds on a riverside outing which will form the basis for a class project. Some of the children set about exploring plant and animal life or surveying the area to make a geographical model, others are less committed. Some find a focal point in the study of a particular tree which becomes involved in the follow-up work back at school.

As the children return to school the film traces the development of learning methods from the five-year-olds upwards. With the youngest children there is great emphasis on creative and artistic activity. We see the children playing with water and learning about floating. Messing about with the facts so as to illuminate the issues.

It seemed a humane, intelligently-run establishment with enthusiastic, dedicated teachers. Its examination results were very impressive—a 90 per cent pass rate at A level, 60 per cent of which got grades A, B, or C, with a high proportion of these being in science subjects. There were some caricature moments—but so would there be with any institution which was single-mindedly going about its business rather than tailoring itself to please the cameras' formalities gaze.

How relevant was all this to the ensuing discussion? Only moderately. The familiar arguments were trotted out: parental commercials for and against comprehensives, mutual accusations of bad faith by the politicians, sensible suggestions from William Taylor, Maurice Kogan and Brian Cox. As the parent from Newcastle pointed out, it is the politicians who are the real problem, seeking, as they habitually do, to resolve complex social and moral dilemmas with pat answers and hand-fisted "solutions".

to child development, health and safety in the home, ethnic matters (very important to immigrant families) and the whole business of what to do with the kids once they are on the minder's side of the doorstep.

The handbook, "Other People's Children", is the chief back-up to the series. Written by Sonia Jackson, Joyce Moseley and Barbara Wheeler, it has been admirably edited and illustrated to make it an attractive and informative read, with or without the programmes. 40,000 copies are to be distributed free to registered minders. The series producer, David Allen, negotiated with the Health Education Council, the Scottish Health Education Unit and a number of charitable trusts to put up the cash for this distribution.

If you don't qualify for a free copy, you can buy one for £1 in bookshops or from BBC Publications, 35 Marylebone High Street, London W1. Lastly, if anyone organizes a group of minders to watch the series, they can obtain programme notes direct from the series producer at Villiers House, Ealing Broadway, London W5.

Perhaps the most impressive feature of the whole exercise is the way in which the BBC's Further Education Department has mounted a campaign to provide free resources, at a time when money is very tight, for the benefit of a category of people who have previously been written about, researched, analysed, lampooned over, and only rarely helped. *Other People's Children* is in the best tradition of public service broadcasting.

For schools

The Electric Company (Monday 11.00, Thursday 14.14, BBC1).

Selected programmes from the series devised by the Children's Television Workshop. The fast-moving, entertaining, pop-based format is aimed at older children with reading difficulties.

Art and Humanities (Tuesday 9.10, VHF4).

Five radiovision programmes explore the possibilities of sound and vision as starting points for creative work. Thirteen to 16-year-olds see the works of modern British artists and hear their comments.

Experiment (Tuesday 10.09, Friday 11.43, ITV).

A participatory experiment for A level chemistry students—the micro-analysis of an organic compound for the elements carbon, hydrogen and nitrogen.

Marry-Go-Round (Tuesday 14.32, Thursday 14.36, BBC1).

Seven to 9-year-olds are encouraged to take an interest in multiplication by following eight cartoon films.

Television Club (Tuesday 14.00, Wednesday 10.00, BBC1).

A series aimed at the least successful 15 per cent of school children. Inspires a wide range of practical and imaginative activities.

Musical Triangles (Wednesday 10.31, ITV).

A new set of programmes featuring a different composer each week. Over 115 study Purcell and hear some of his trumpet music played at St Bride's, Fleet Street.

Believe It or Not (Wednesday 11.20, Friday 9.30, ITV).

Over 13s get out to discover "Who am I?" They study the importance of the individual and of what he does with his life.

People at Work (Friday 9.20, VHF 4).

Thirteen to 14-year-olds faced with subject options at the end of the year are introduced to techniques of self-assessment. No direct vocational advice is given but the programmes reflect separate needs, this week: "I want to look after people".

Corners of France (Thursday 14.45, BBC1).

A modified version of *Quatre Coins de la France* with an English commentary. Information is given on rural life in different areas of France—useful to the French studies teacher.

Inside Pages (Friday 11.00, VHF 4).

Ten to 12-year-olds are encouraged to take more interest in books. Each programme contains entertainment and a well-known storyteller reading an exciting extract.

Briefings

Radio and tv

Further education

Signs of Trouble (Monday 16.00, BBC 2)

Ten films in which Professor Laurie Taylor looks at aspects of delinquency. "Get us kids out of here . . .", the title of the first programme, is taken from a wall on a Liverpool estate.

States of Mind (Monday 18.30, Radio 3)

Half the hospital beds in the country are occupied by people who are mentally disordered. These programmes try to define mental health and explore the causes, symptoms and treatment of mental illness.

Teaching Young Readers (Tuesday 19.00, Radio 3)

"Organising your time" investigates the suggestion that young children spend only half their class time at work and asks whether they could be more effectively occupied. What right have you got? Thursday 19.00, Radio 3)

The second part of a course aimed at teaching us our rights and responsibilities. For those who prefer an element of formal study there are linked evening classes and a GCE exam.

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